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ABSTRACT

The purpose of this study was to examine the use made of the Educational Resources Information Center (ERIC) products and services by members of the educational community, and in this context to evaluate the extent to which the ERIC system is achieving its objectives of guaranteeing ready access to the nation's current significant literature in the field of education. The report is prepared in four volumes and a summary volume. Chapter 1 of this volume describes the methodology of this study, its design and how it was conducted. The questionnaires used in the survey are presented in Chapter 2. Chapter 3 is a summary of the conclusions and recommendations of ERIC study advisory panels. Anecdotal information is presented as Chapter 4 and Chapter 5 contains background information including: ERIC clearinghouses - brief scope notes; location of ERIC microfiche collections; a glossary of ERIC terms and a bibliography. (The other volumes of this study are available as LI 003628 through 003630 and 003632.) (Author/NH)

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FINAL REPORT

Project No. BR 00375
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Evaluation Study of ERIC Products and Services

Complete in Four Volumes
Including One Appendix Volume

VOLUME III OF IV

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES

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VOLUME III - Chapter 1

METHODOLOGY--STUDY DESIGN AND CONDUCT

VOLUME III

PART 1: STUDY DESIGN AND CONDUCT

The data sources for this study were organizations, people (including selected experts), and records obtained from various segments of the Education Resources Information Center (ERIC). This evaluation was derived from a multi-dimensional study of these data sources, largely through individual user and organization questionnaire surveys of several different populations, including also subscribers to seven professional journals. Also important was information collected through site visits and panel discussions among experts. These sources were supplemented with descriptive data from Clearinghouse Quarterly Reports and EDRS Sales and Distribution Records. This section of the Appendix describes each of these data collection methods in detail. It also discusses the ways in which these data were analyzed.

The questionnaire surveys tapped both organizational and individual users representative of the whole educational community. Copies of all questionnaires may be found in Volume III of this Appendix. A summary of populations, samples and returns is attached as Table AlA.7.

Organization Questionnaire

The organization questionnaires were sent to six target

populations. Total population size determined whether all of a population's members or only a sample were queried. Where samples were drawn, the population was numbered and a random number generator used to select the sample. The first population was the set of U.S.O.E.-supported collections including all Clearinghouses, Office of Education Regional Offices, Regional Laboratories, and a residual group of nine collections including the Library of Congress. Table AlA.1 indicates the procedure used with each group and the response received.

The second population was all 33 Reading Resource Network Centers which had been fully operational for six months prior to selection of the respondents. Third, 27 Educational Information Centers were contacted out of a universe of 109. Fourth, all 51 (including Washington D. C.) State Departments of Education were contacted. Fifth, a sample of EDRS's standing order customers for all microfiche was selected. Finally, EDRS estimated the number of individual orders it normally received during a two-week period, and a 25% sample (250 orders) was drawn from copies of their orders (the order list was first screened to remove inappropriate or duplicative entries) over a two-week period. All organizations chosen received questionnaires through first class mail. Information on the procedure and response rates for these six populations is summarized in Table AlA.2.

Individual User Questionnaire

Data were also gathered from several different samples of individuals. The basic instrument was an eight-page questionnaire administered to persons who walked into an ERIC center during a pre-set period. A pretest of this questionnaire was undertaken in September, 1970. A total of 57 users of ERIC products and services filled out this questionnaire at eight user centers operated or supervised by members of the ERIC Advisory Panels for this project (see Table AlB.2). Seven individuals serving as consultants to this project reviewed and assisted in revising the questionnaire. The final revisions were made at a joint meeting of the ERIC Advisory Panels on November 4-5, 1970.

The purpose of the individual user questionnaire was to obtain information on (1) the types and characteristics of persons who use ERIC products and services, (2) the major purposes for which ERIC products and services are used, and (3) the reactions of individual users to various aspects of the ERIC system. Evaluators were particularly interested to know the kinds of problems which users of the system have encountered.

The completed questionnaires included specific criticisms and complaints together with suggestions for improving the system. The respondents also indicated specific ways in which ERIC had been useful to various kinds of educators.

Although this questionnaire, "Individual Users of ERIC

Products and Services," was long by some standards, each item contributed an essential part to the overall picture. This questionnaire provided an opportunity for a broad cross-section of users to react in a comprehensive way to the full range of ERIC system products and services. This gestalt effect could not have been obtained by developing separate instruments for each of the major ERIC products and sending these to diverse but overlapping segments of the several educational communities.

This questionnaire was administered by the educational organizations, agencies, libraries, and information centers mentioned above. These target populations represented the widest possible range of geographical area and specialization, including state and local agencies as well as academic centers. The centers were asked to administer the questionnaire to ERIC system users on a randomly selected basis as they appeared at the centers. A responsible person at each center was asked to assume responsibility for having the questionnaires completed by the persons who came there to use ERIC materials. The respondents thus represented a broad segment of the educational community as brought out in Chapter 3 of Volume I, Characteristics of ERIC Users. Among the groups reached were educational administrators, teachers, university faculty members, research and development personnel, consultants, and state agency personnel.

A principal question regarding this sample had been to

determine whether data should be sought from: (1) a large number of users at a selected group of 10-15 organizations encompassing the more active and well-patronized user centers; (2) a smaller number of users from a larger number of organizations chosen by a uniform random sample, 10% of the total population of user centers, expecting wide variation in the number of patrons; or (3) a small fixed number of users from all organizations maintaining collections of ERIC microfiche and other publications, identified as private or official standing-order institutions or centers.

The second alternative was chosen for several reasons:

(1) It would provide data from the different kinds of users found at differing types of centers providing services on ERIC products, including large and small centers, well-staffed and poorly-staffed; and a variety of geographical areas and field of specializations. It would also furnish coverage of state and local agencies as well as of academic centers holding ERIC publications.

(2) It would avoid a systematic positive bias in the data which would likely result from selection of a few highly developed and well-patronized centers.

(3) It would avoid placing an undue administrative burden on either the organizations or their patrons.

(4) It would cost less than choices #1 and #3.

(5) It would avoid having to train and pay a person or

persons to administer the forms at each institution. Under the proposed arrangement, a spot check could be made at the different institutions to verify the extent to which instructions were being followed.

Based on the recommendation of the Office of Education, a sampling procedure was approved to have all centers give questionnaires to all ERIC users on a randomly selected day of the month. This choice was made to standardize procedure and minimize confusion at the sites. It was also intended to achieve economy in processing and to obtain a sample of both "up" and "down" times from different institutions so as to obtain a better picture of actual usage. Selection of a "typical" day would likely have caused a systematic bias. An exception was made for centers at which the chosen date coincided with a closed day for the institution or a severely abnormal day, such as occur between school terms. A random follow-up day was selected for those institutions.

Normal procedures for identifying and following up non-respondents were not suitable in this case. Follow-up by letter could be done only for organizations not returning completed questionnaires. In addition, phone and on-site interviews were used to a limited extent, where a low percentage of questionnaires was returned, in order to assess the representativeness of the sample and the direction of bias, if any, so that the questionnaire results could be

more accurately evaluated.

The site visits requested information on the daily use of the responding institutions' ERIC collection. This estimate for the 31 sites was checked against the original estimate of daily use by those sites. As a result, the average was cut by one-half since the initial projections for potential respondents were far too high, a phenomenon not uncommon in survey research. When idiosyncratic circumstances, such as term endings or building repairs (which occurred at some sites), are taken into account, the response rates on the Individual User Questionnaires may be seen as representative of daily use.

The sampling centers, with number of sites in sample, percent responding, and number of usable questionnaires are shown in Table A1A.3.

CIJE and RIE Questionnaires

The long questionnaire addressed to individual users contained specific questions related to Research in Education and Current Index to Journals in Education. These RIE and CIJE portions of this questionnaire were further administered to a third and fourth population respectively, a sample from the RIE subscription list and a sample from the CIJE subscription list. (Naturally, the general statements made regarding development, pre-testing, etc. of the individual user questionnaire

hold for these also.) For each index journal the samples included 100% of the individual subscribers (very small total numbers) and 25% of the institutional. Individual subscribers were identified manually and sent a questionnaire. Each form was numbered so that non-respondents could be identified and follow-up letters and questionnaires sent. Sampling was not justified or desirable with this small number. The institutional samples were chosen by selection from the total (exclusive of foreign) subscriber list. This list was numbered and a set of random numbers generated sufficient to select 25% of the list as respondents.

These two subscriber questionnaires asked how often RIE and CIJE were used, how the respondent used it, for what purposes he used it, what sorts of information the respondent considered essential for searching, how often he searched for information in that instrument, how often he needed to search elsewhere, and how useful he considered each section of the document. Further information on these questionnaire is included in Tables AlA.4 and AlA.5.

Journal Questionnaire

A fifth questionnaire was administered to a sample of subscribers to five representative professional journals which regularly feature a column about ERIC products and services: The Reading Teacher, Audio-Visual Instruction, Foreign Language Annals, Exceptional

Children, and The Journal of Teacher Education. These five were selected by Central ERIC as representative because when taken together they contacted a wide and diverse audience of educators with particular emphasis on classroom teachers at all levels and individuals engaged in educational research. (It was necessary also to select only journals which would cooperate in making their mailing lists available for survey purposes.)

Because of the idiosyncratic policies of individual journals and the need to survey journals from a wide range of educational fields, a probability sampling technique for selecting the journals to be studied was not indicated. Due to the method used for selecting journals, the collective responses from all five cannot be considered an unbiased representation of a larger group. However, by collapsing the respondents into one category, the total number of responses (1,011) is a rather sizeable number which should have minimal error in the combined response breakdowns. A study of the combined responses should provide a good estimate of the effectiveness of the ERIC columns which appear in professional journals in general. Comparisons of the analyses across journals showed non-significant differences among the journals.

The target groups for these surveys were the individual subscribers to the selected journals. Operationally, individual subscribers were defined as all non-foreign members remaining

on the subscription lists after screening out members identified as institutional subscribers, defined as an address that was not a specific individual by name or that was an individual clearly acting as a representative of an institution (e.g., A. A. Blank, Acquisition Librarian, etc.). The number of subscribers to these journals range from 6,500 to 37,000.

The project monitor at the contract office assumed responsibility for coordinating requests for cooperation from the journal editors and publishers. There was considerable diversity in the journals' policies with respect to their mailing lists and their ability to provide a copy of or a sample from that list. Consequently each journal was first queried by letter as to its facility for: (1) dividing individual from institutional subscribers, (2) providing specialized subsets, or (3) selecting a sample from their lists. Journals were also asked whether they wanted to control the mailing or would provide labels for mailing by the project. Based on their answers, procedures for sampling and mailing were tailored to each journal. One journal did the mailing from its office; therefore envelopes were prepared and sealed in Bloomington with postage affixed, then sent to the journal which was instructed to select a 5% sample of its individual subscribers, deleting institutional and all foreign subscribers from the list to be sampled. Two of the journals were able to provide a 5% sample in the form of mailing labels. These samples were checked to eliminate institutional and foreign subscriptions. In one

case a new list was obtained because errors were found. These samples were mailed from Bloomington. The last two journals supplied copies of their mailing lists and the evaluation team deleted foreign and institutional subscribers. Then, an interval technique was applied to the remaining names sufficient to draw 5% of their individual subscriber populations. Labels were then made and the instruments sent.

The project budget for mailing and printing costs limited the total distribution of questionnaires for all journals to no more than 6,000. Independent samples were selected by a systematic sampling procedure; the sample included every 20th member of the frame. IBM was asked to print the card-size questionnaire. Because of the form's shortness and the ease of the return mailing procedure, an above-average return percentage had been estimated. Delays and shipping errors by IBM, however, caused the questionnaire to be sent out late. Further, the summer vacation for the academic community occurred shortly after mail-out. The end result was that the questionnaire return rate was typically low.

This questionnaire was further hampered by two unforeseen occurrences. First, the computer mailing system for one journal gave us erroneous printout; thus a complete resampling and mail-out were required, even after the late beginning. Finally, one journal sent what appeared to be a total population list and which was subsequently sampled. Consequently a remailing

was done for this list, dividing it in half on a random basis.

The people selected for this sample received an IBM card with a total of 18 questions on the front and back. Most questions[1] were to be answered by punching out a hole at a specified point in the card. The cards were color-coded so that returns from one journal's list could be distinguished from returns of another journal's list. These cards asked for title or rank, primary professional role, field of specialization, highest academic degree held, age group, sex, and whether the respondent read ERIC columns published in any professional journal to which he subscribed. If the respondent read an ERIC column, he was asked to respond to a further set of questions. A total of 1011 usable questionnaires was returned in time for analysis. Individual sample sizes and returns are shown in Table AlA.6.

Procedures for Handling Non-response and Quality Control

All the questionnaires were delayed more than two months in the clearance procedure, which seriously affected the scheduling of the study project. The lengthy processing time was not anticipated, since the package of questionnaires had already undergone very thorough review within the Office of Education. During this time many changes and revisions were

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[1] A few at the beginning, requesting such information as occupation and employer, etc., had to be completed by hand.

made to both the questionnaire and the survey design. Also, the contractor went to OE to resolve several questions which were raised.

All six questionnaires were submitted for review in late December, 1970, with the expectation that the survey could get underway some time in March, 1971. When clearance was received on April 23, 1971, the questionnaires were reproduced and mailed during the period May 4-14. In a large percentage of cases, the questionnaires were received by members of academic communities at the very end of the academic year, during a period of inactivity between semesters, or at the beginning of summer school. In order to offset possible consequences of non-response, a concentrated program of follow-up was planned and carried out in a manner appropriate to the particular situation. Supplementary mailings, correspondence, phone, and on-site visits, all were used separately or in combination as required to check low response rates and to serve as checks on data received. Follow-up efforts were directed to all non-respondents except for the sample of journal subscribers and individual purchasers or documents from EDRS where the size of the sample and the gaining of access through mail rooms and journal offices precluded them.

Individual users at facility sites were requested to have a person present at the site to monitor them and to help with problems, hence non-response was minimized. Site visits

were used to check on institutions and to check on low returns. Visits to non-sampled institutions were also made for comparison to sampled sites. Sites chosen by OE were visited using a color coded instrument procedure for the purpose of comparison to the sample drawn by the project and for possible merging with the sample data. Individual user questionnaires were coded by institution applying them so that follow-up checks could be made. Similarly, organization and professional journal questionnaires were color-coded to provide the maximum measure of control.

Site Visits

The objective data drawn from questionnaires were supplemented and expanded with data gathered through site visits and the synthesis of opinion in open exchange among educational experts meeting in a modified version of the Delphi Technique. The site visits were carried out by staff of the ERIC evaluation project. The actual sites visited (see Table A1B.1) were recommended by the Office of Education and selected for the different kinds of organizations functioning within the ERIC system. The site visits were intended (1) to obtain specific information and (2) to check up on the accuracy of the questionnaire data. The sites included Clearinghouses, Information Centers, Reading Centers, Research and Development Laboratories, and State Departments of Education.

Each site visited was asked to comment on ERIC's strengths

and weaknesses. Specific questions based on an interview guide were directed toward the whole range of ERIC products and services, especially as they contributed to the fulfillment of ERIC's goals. In addition, visitors noted the visibility and accessibility of the ERIC collection to its patrons, as well as the staff's attitude toward the ERIC system. At sites where response to the Individual User Questionnaire had been low (see discussion of questionnaires above), interviewers also asked about the amount of on-site collection use. A total of 31 sites were visited by six staff of the study project.

These data were tabulated by hand. The results were not the objective sort of data that lend themselves to tabular display; however, like the clearinghouse data discussed below, the information gathered has been used to clarify, supplement, and expand on the survey information which produced most of the data used in this evaluation.

Panel Data

A fourth set of data were collected from two groups of twelve experts in the field of education information dissemination. The list of members of the ERIC Study Advisory Panels is included at the end of this chapter as Table A1B.2. These experts met twice in a modified version of the Delphi Technique. During their meetings they discussed several basic questions

relating to the several ERIC products and services, including input by the clearinghouses, relative usefulness of the Thesaurus, RIE, and CIJE, and in general the strengths and weaknesses of all ERIC products and services. Specimen topics discussed, on which synthesis was attempted in open exchange, included:

1. Methods considered to be the most effective to inform people about ERIC products and services.
2. Specific ways in which various ERIC products and services can be more helpful to individuals.
3. Ways in which the microfiche system could be improved.
4. Types of information most appropriate for the Clearinghouse newsletters and the ERIC columns in professional journals.
5. To what extent the computer terminal search system will replace or augment manual searching.
6. The quality and timeliness of materials indexed in RIE.

The views of the panel members on such questions were systematized and summarized. Obviously the resulting data was not of an objective nature, but the resulting synthesis from experts in open exchange served to highlight numerous matters of importance and, like the site visit data, have proved an invaluable supplement to the objective data provided by the questionnaires.

Descriptive Data

Clearinghouse Records

The clearinghouse records used were quarterly reports made by each of the clearinghouses for submission to Central ERIC. Of particular importance these reports contain, for each quarter, data on (1) documents acquired and processed for input into the ERIC system, (2) preparation of information analysis products, and (3) involvement with professional organizations. This last subject includes such matters as attendance by clearinghouse personnel at various professional meetings, talks given by clearinghouse personnel at such meetings--any professional effort by a clearinghouse which took place through the channel of a professional organization whose field of interest is related to that of the clearinghouse. Since one of ERIC's purposes is to use existing channels as far as possible in promoting the development of a national network, information on this subject was of particular importance.

One section of the quarterly reports inventories the number of journal articles produced by the clearinghouses. Another details services provided by the clearinghouses and sorts service requests into such categories as how they were received (by phone, letter, etc.), type of request, and type of user making request. Still another lists promotional products (e.g., newsletters, brochures, etc.) put out by the clearinghouses. The clearinghouse reports contain information other than the

kinds listed above, but the specific types just noted were those used by the study. The study used data from January, 1969 through June 1971.

The clearinghouse data provided background information for much of the questionnaire data.

EDRS Sales and Distribution Records

The sales and distribution data were obtained directly from the ERIC Document Reproduction Service (EDRS), which processes orders for material in the ERIC collection. These data show how many copies of what items have been ordered at what time and by whom. These data were tabulated by hand. EDRS has two categories of customers: (1) those who maintain standing orders for microfiche copies of every document which goes into the ERIC file, and (2) those who order specific documents from the collection. From the sales data it was possible to construct tables depicting growth in the number of individual orders for reports. The current order lists were also used, as was noted above, to choose questionnaire populations.

The above tapped a wide variety of sources and provided several different types of data. Indeed, these sources were chosen precisely to give a variety of perspectives and to supplement each other. The combination of objective and anecdotal data resulting from these sources was a successful one.

Procedures and Analysis

Questionnaires

Data reduction on the returns was accomplished in a consistent fashion across the five questionnaire instruments returned. (At the request of OE, the questionnaire on evaluation of ERIC Tape Data Bases was not used, because of overlap with a separate OE study.) Hence the procedures for all were identical except where follow-up procedures were done. As each instrument was received, it was identified by state. It was then checked to ascertain that (1) it had in fact been filled out and (2) (by looking at the name and title of respondent) that it had in fact been filled out by an appropriate respondent. If follow-up was to be done, as for those receiving the organization questionnaire (the EDRS population excepted), the RIE questionnaire, and the CIJE questionnaire, questionnaires were further checked against a file card by number and name of respondent sampled. Similar procedures were followed with respect to sites participating in the individual user survey.

At this point, all instruments were grouped by type of instrument, ready for step two of the procedure. Prior to instrument return, code books, indicating the numerical values to be given to answers, were devised for each instrument. In many cases, of course, the question itself provided the values

(e.g., the number of microfiche readers held by an institution).[2] A group of coders was employed. They went through each questionnaire and assigned a code value to each answer to each question. They also assigned a sequential case number to each coded case which could hence be used to identify the data with its original questionnaire.

The coded questionnaires were then ready for the third step of the process. IBM universal form coding sheets were used to record the codes from the questionnaires. For each questionnaire a set of sheets was created containing its case number and the data codes for each question. This procedure was recommended by staff at the Indiana University Research Computing Center as being highly accurate. It had the added advantage of allowing untrained persons to work on the reduction process since the task involved resembled a multiple choice test in which the answers were known in advance. A copy of this form, which in fact represents an IBM card, is included.

Once the data had been transferred to these sheets, a

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[2]A complete set of code books is included with this report, both for clarification of procedure and for use with the data if further analysis or interpretation is sought at some point. These code books are the keys to the data in punch card form and can, if necessary, be used to reverse the process that occurred at the point of coding.

machine read the sheets directly and from them punched IBM cards. In this way a data deck was produced for each of the instruments used in the survey.

The next step was a complete listing of the data cards by instrument. These were checked for each case to ascertain that the correct field widths were present and that blanks did not appear. Case and card numbers were also checked. Incorrect punches were also caught by ascertaining that values in a column did not exceed the maximum allowed by the code book. Then the Indiana University Research Computing Center's Questionnaire Analysis Program was run and used as a final check to detect blanks, to be sure that all cases were present in the data deck, and to verify identifier information so that each data deck contained only data from a single set of instruments. In addition, questionnaires were checked to determine that questions which were to be answered only by persons answering a previous question in a particular fashion had, in fact, been answered by a correct number of respondents. Items of this nature stand out since the number responding to the question is smaller than the number of total respondents. It should be noted, as a matter of fact, that the individual responses to questions do vary in number; this variation was checked on a sample basis against questionnaires to ascertain that only a simple failure to answer had occurred.

The first step in the actual analysis was to use the

Indiana University Research Computing Center's Questionnaire Analysis Programs I and II to provide frequency tabulations of all the data by instrument. These provided basic data, given the descriptive design of this study. Frequency tables were generated for all questions although only a fraction of these are presented in the main body of the report. By examining tabulation by population, it was possible to obtain a picture of a particular user population or of a particular set of organizations which are providing ERIC services and products.

The second state of analysis required generating cross-tabulations, arraying respondent characteristics against amount of use, type of use, and satisfaction with the ERIC collection. Most of these tabulations were based on the Individual User Questionnaire with the CIJE and RIE questionnaires providing directly comparable supplementation. The journal column instrument data were also cross-tabulated to show who was being reached by the ERIC journal columns as well as some measure of their satisfaction with ERIC.

Both stages of analysis were done in order to present as full a descriptive picture as possible of ERIC use and ERIC users. Such a presentation was consistent with the descriptive nature of this study as a first attempt to present a broad picture of the entire spectrum of ERIC product and service utilization.

Clearinghouse Quarterly Reports from January, 1969 - June,

1971, were gathered and have been summarized in tabular form where appropriate to reflect the growth and characteristics of the ERIC document collection. These tabulations were done from the report forms completed by the individual clearinghouses.

In the same manner, the sales and distribution records of EDRS were also tabulated. Data on microfiche and hard copy sales was received on a monthly basis and then summarized in tabular form, by half years and years.

In sum, these data sources provide a rather complex overview of a very complex system. The sales and distribution records along with the clearinghouse reports offered a close look at the system's actual, physical production. The questionnaires provided basic data on what parts of the system were actually being used, by whom, and how satisfactorily (a subjective evaluation of the system and its parts from the perspective of users and those who directly assist users). The site visits directly supplemented this source by providing evaluative comments from those practitioners who are providing services. Finally, the panels of experienced educators discussed their perceptions and made recommendations for changes likely to bring improvements at points where they felt improvement was necessary.

TABLE A1A.1

RESPONSE RATE OF USOE SUPPORTED COLLECTIONS

Collection	Total Population	Sample Fraction	Sample Size	Number Returned Usable	Percent Return
Clearinghouses	19	100%	19	14	74%
OE Regional Offices	9	100%	9	7	78%
Regional Educational Laboratories	11	100%	11	10	91%
Other*	9	100%	9	8	90%

* Other was composed of the following:

Library: Department of Health, Education and Welfare

National Education Association: Research Division Library

ESEA Title III, Project COD

Library of Congress

U.S. Office of Education: Bureau of Adult, Vocational, and Library Programs

Educational Materials Center, U.S. Office of Education

U.S. Office of Education: Educational Reference Center

ERIC Processing and Reference Facility

Information Dissemination Center, Redwood City, California

TABLE A1A.2

RESPONSE RATE: QUESTIONNAIRE RETURNS FROM ORGANIZATIONS

Organization	Total Population	Sample Fraction	Sample Procedure	Sample Size	Number Returned	Percent Return
USOE Supported Collections	48	100%	None	48	39	82%
Standing Orders (Privately Supported)	296	10.5	*	31	31	100%
Reading Resource Network Centers	33	100%	None	33	27	85%
Education Information Centers	109	25%	**	27	22	81%
State Departments of Education	51	100%	None	51	35	69%
Individual Order Customers (EDRS)	1000	25%	***	250	100	40%

* Random from Subscription list
** Random from List of Centers
*** Random from Individual Order List

TABLE A1A.3

RESPONSE RATE: QUESTIONNAIRE RETURNS FROM INDIVIDUAL USERS

Source	No. of Sites in Sample	Sites Responding	Number Returned	% Sites Responding
Standing Order Collections (Privately Supported)	30	24	167	80%
Standing Order Collections (USOE Supported)	48	43	122	90%
Education Information Centers	27	22	59	82%
Reading Resources Network Centers	33	27	146	73%

TABLE A1A.4

RESPONSE RATE: QUESTIONNAIRE RETURNS FROM SUBSCRIBERS TO CIJE

Source	Total Population	Sample Fraction	No. in Sample	No. Returned	Return Percent
Individual Subscriber	15	100%	15	8	53%
Institutional Subscriber	1533	25%	383	206	54%

Source: CIJE Questionnaire

TABLE A1A.5

RESPONSE RATE: QUESTIONNAIRE RETURNS FROM SUBSCRIBERS TO RIE

Source	Total Population	Sample Fraction	Number in Sample	Number Returned	Return Percent
Individual Subscribers	164	100%	164	75	46%
Institutional Subscribers	3429	25%	861	448	52%

Source: RIE Questionnaire

TABLE A1A.6

JOURNAL COLUMN QUESTIONNAIRE

	Total Population	Percent Sample	No. In Sample	Number Returned Usable	Percent Returned
The Reading Teacher	25,600	5%	1,280	300	23%
Journal of Audio-Visual Instruction	8,570	5%	427	111	26%
Foreign Language Annals	8,720	5%	436	158	36%
Exceptional Children	37,000	5%	1,850	328	18%
Journal of Teacher Education	6,500	5%	325	116	36%

Source: Professional Journal Questionnaire

September 17, 1971

TABLE A1A.7

POPULATIONS, SAMPLES, RETURNS

Sources of Questionnaires	Est. No. in Universe	Sample Fraction	Number in Sample	Number Returned Useable	Return %
Organizations, Libraries, and Information Centers with ERIC Collections					
1. Standing Orders* (Privately Supported)	296	10.5%	31	31	100
2. Standing Orders** (USOE Supported)	48	100%	48	39	81
3. Ed. Information Center	109	25%	27	22	81
4. Reading Resources Network Centers	33	100%	33	27	85
5. EDRS Individual Orders	1,000	25%	250	100	40
6. State Depts. of Education	51	100%	51	35	69
Subscribers to Current Index to Journals in Education (CIJE)					
1. Individual Subscribers	15	100%	15	8	53
2. Institutional Subscribers	1,533	25%	383	206	54
Subscribers to Research in Education (RIE)					
1. Individual Subscribers	164	100%	164	75	46
2. Institutional Subscribers	3,429	25%	861	448	52

Individual Users at Sites Source	No. of Sites in Sample	No. of Sites Responding	No. of Instruments Returned	% Sites Responding
1. Standing Orders (Private Collections)	30	24	167	80
2. Standing Order Collections (USOE Supported)	48	43	122	90
3. Ed. Information Centers	27	22	59	82
4. Reading Resources Network Centers	33	24	146	73

*Identified in Table A1A.2

**Identified in Table A1A.1

(Table A1A.7 continued on next page)

TABLE A1A.7 (continued)

Sources of Questionnaires	Total Population	Percent Sample	No. in Sample	Number Returned Useable	Percent Returned
Subscribers to Educational Journals with ERIC Columns					
1. The Reading Teacher	25,600	5%	1,280	300	23%
2. Journal of Audio Visual Instruction	8,570	5%	427	111	26%
3. Foreign Language Annals	8,720	5%	436	158	36%
4. Exceptional Children	37,000	5%	1,850	328	18%
5. Journal of Teacher Education	6,500	5%	325	116	36%

TABLE A1B.1

RECEPIENTS OF SITE VISITS

Site	City, State
I. Clearinghouses	
Teaching of Foreign Language	New York, New York
Rural Education and Small Schools	Las Cruces, New Mexico
Social Studies/Social Science Education	Boulder, Colorado
Vocational and Technical Education	Columbus, Ohio
Science and Mathematics Education	Columbus, Ohio
Educational Media and Technology	Palo Alto, California
Educational Management	Eugene, Oregon
Higher Education	Washington, D.C.
Library and Information Sciences	Washington, D.C.
Urban Disadvantaged	New York, New York
II. Information Centers	
Phi Delta Kappa	Bloomington, Indiana
Fairfax County Public Schools Microfiche Center	Fairfax, Virginia
San Mateo County Office of Education, Information Dissemination Center	Red Wood City, California
Colorado Occupational Research Coordinating Unit	Denver, Colorado
Northern Colorado Educational Developmental Center	Boulder, Colorado
III. Reading Resource Centers	
Southern Methodist University Reading Resource Network Center	Dallas, Texas
Reading Resource Center	Kansas City, Missouri
University of Colorado Reading Resource Center	Denver, Colorado
IV. Regional Labs.	
Center for Urban Education	New York, New York
Northwest Regional Educational Laboratory	Seattle, Washington
Mid-Continent Regional Laboratory	Kansas City, Missouri
Far West Laboratory	Berkley, California
V. State Depts of Public Instruction	
State Dept. of Public Instruction	Raleigh, North Carolina
Public Schools of the Distr. of Columbia	Washington, D.C.
VI. HEW Regional Offices	
Region II	New York, New York
Region X	Seattle, Washington
Region VII	Kansas City, Missouri
Region IX	San Francisco, California
Region VI	Dallas, Texas
Region VIII	Denver, Colorado
VII. Other	
National Education Association Library	Washington, D.C.

TABLE A1B.2

ERIC ADVISORY PANELS

Education

Mr. Gregory Benson
The University of the
State of New York
State Education Department
Albany, New York 12222

Mr. Frank Mattas
Director of Information and
Library Resources
Superintendent of San Mateo
County Schools
590 Hamilton Street
Redwood City, California 94063

Mr. Robert Radick
Guidance Coordinator
BOCES, 3116 Lawndale Street
Endwell, New York 13760

Dr. William Gephart
Director of Research Services
Phi Delta Kappa
North Union Street
Bloomington, Indiana 47401

Mrs. Patricia Stevens
Department Library
State Department of Education
Boston, Massachusetts 02111

Dissemination

Mrs. Virginia Cutter, Director
Information Services, Educational
Program
Texas Education Agency
Austin, Texas 78711

Mr. Sanford Glovinsky
Program Director
Supplementary Education Center
1110 North Tenth Street
San Jose, California 95112

Mrs. Gladys Ingle, Coordinator
Research Information Center
North Carolina State Department
of Public Instruction
Raleigh, North Carolina 27602

Miss Eva Kiewitt, Librarian
School of Education
Indiana University
Bloomington, Indiana 47401

Dr, Charles D. King
Coordinator of Research
Department of Research & Program
Development, 10700 Page Avenue
Fairfax, Virginia 22030

Mrs. Barbara Marks, Librarian
Education Library
New York University
4 Washington Place
New York, New York 10003

Mr. William McCleary
Northern Colorado Educational
Development Center
1750 30th Street, No. 48
Boulder, Colorado 80302

VOLUME III - Chapter 2

Research Instruments

INDIVIDUAL USER QUESTIONNAIRE

With Accompanying Cover Letters

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

May 1971

Dear Colleague:

I would like to ask for a half hour or so of your valuable time for a good cause. Only persons like you who are users of ERIC (the Educational Resources Information Center) products and services or who manage ERIC materials for your organization can help us in the U.S. Office of Education to increase ERIC's effectiveness for you. To do so, we need information about your experiences with ERIC and views about ways its services could be improved.

To collect such information and have it properly analyzed, the U.S. Office of Education is supporting an ERIC evaluation study under the direction of Dean Bernard Fry, University of Indiana. Dean Fry and his staff have prepared a questionnaire which is enclosed along with a letter from Dean Fry with necessary instructions.

I earnestly ask you to complete the questionnaire and return it promptly to Dean Fry. Your help will permit us to further improve the ERIC program and be able to describe the impact and uses of ERIC more precisely.

Thank you very much for your assistance.

Sincerely yours,

Lee G. Burchinal
Assistant Commissioner
National Center for
Educational Communication

Enclosures

ERIC EVALUATION STUDY PROJECT
INDIANA UNIVERSITY
Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812- 337-2848

Evaluation Study of Products and Services of the
Education Resources Information Center (ERIC)
U.S. Office of Education

May, 1971

Dear Colleague:

I am writing to request your further assistance and cooperation in the evaluation study of ERIC products and services. We are undertaking a follow-up of institutions who reported a low attendance or were otherwise unable to carry out for various reasons, distribution of the Individual Users questionnaire on the original day selected.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

M O N D A Y, J U N E 7th, and that day only, has been chosen for completion of the follow-up questionnaire entitled Individual Users. It would be desirable to have one "contact" person at your center who will assume the responsibility for getting every individual ERIC user that visits your organization on that one day to complete this questionnaire.

Also enclosed is a simple statement of instruction which can be handed to the individual ERIC user along with a copy of the questionnaire as he visits and makes use of your ERIC collection on M O N D A Y, J U N E 7th.

Please return the completed day's questionnaires in the prepaid addressed envelope we have enclosed for your convenience.

Please call me collect at 812-337-2848 if you have any questions concerning this effort or if you wish additional information.

Sincerely,

Bernard M. Fry

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

INSTRUCTION SHEET

To Accompany Questionnaire Entitled

"Questionnaire for Individual Users"

To Users of ERIC Products and Services:

We are seeking your cooperation in an evaluation study of products and services of the Educational Resources Information Center (ERIC), developed and supported by the U. S. Office of Education.

The attached comprehensive questionnaire is designed to be completed by individuals who are currently active in the use of ERIC publications. This questionnaire is intended to obtain your reactions as a possible user of the whole range of ERIC products and services. Questions should be completed, however, only for those which you have used in the past year.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

We estimate an average of 20 minutes is required to complete this form for those who have knowledge of all of the ERIC products and services listed. The questionnaire is so designed, however, to permit you to easily skip questions pertaining to products and services which you have not used.

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE TO THE STAFF PERSON WHO HANDED IT TO YOU TODAY WHEN YOU CAME INTO THE LIBRARY OR SERVICE CENTER.

If you have any questions concerning items in the questionnaire, or if you need further information, please contact the staff person who handed you this questionnaire. Other questions which you may have concerning the evaluation study should be directed to me by correspondence or by phone at (812) 337-2848.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

ERIC EVALUATION STUDY PROJECT
INDIANA UNIVERSITY
Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812-337-2848

Evaluation Study of Products and Services of the
Education Resources Information Center (ERIC)
U. S. Office of Education

May, 1971

Dear Colleague:

As projected in my earlier letter, I am now writing to request your final assistance and cooperation in the evaluation study of ERIC products and services. This letter, with questionnaire enclosures, is being sent to your organization as a recipient of ERIC microfiche of *Research in Education* (*RIE*) and of other ERIC publications.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

Your assistance is needed in the following two ways:

(1) Completion by a professional member of your organization of the enclosed copy of a questionnaire entitled "Organizations, Libraries, and Information Centers with ERIC Collections." We estimate an average of ten minutes is required to complete this form, which will be forwarded shortly.

This questionnaire is an attempt to obtain certain general types of information concerning facilities and services which your organization provides for ERIC materials, together with your evaluation of their usefulness based on observation and contacts with ERIC users. A prepaid addressed envelope is attached to facilitate return of this questionnaire. We would appreciate completion at your early convenience, and its return by May 20.

(2) Completion of a second questionnaire entitled "Individual User Responses to ERIC Products and Services" by every individual ERIC user that visits your organization on Monday, May 10, and that day only. Please return the completed day's questionnaires in the prepaid addressed envelope we have enclosed for your convenience.

It would be desirable to have one "contact" person at your center who will assume the responsibility of getting the questionnaires completed by persons on May 10, who come there to use ERIC materials.

Also attached to each copy of the questionnaire is a simple statement of instruction which can be handed to an individual along with a copy of the questionnaire as he visits and makes use of your ERIC collection.

Please call me collect at 812-337-2848 if you have any questions concerning this effort or if you wish additional information.

Sincerely,

Bernard M. Fry

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

Prepared by:
Graduate Library School
Indiana University
Bloomington, Indiana 47401

EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES

Sponsored by U.S. Office of Education

Questionnaire for Individual Users

Box 1
OE-6032-5
OMB-51S71009
Expiration Date 12-71

ERIC INFORMATION SYSTEM

1. Through what means did you first learn about ERIC products and services?

(1)____Classroom instruction
(2)____Brochures or fliers
(3)____Professional meetings
(4)____ERIC Clearinghouse announcement
(5)____Reference in a professional journal
(6)____ERIC column in a professional journal
(7)____Colleagues
(8)____Can't recall
(9)____Other (Please specify)_____

2. Do you read or scan ERIC columns in a professional journal(s) to assist you in keeping current with developments and literature in your field?

(1)____No (2)____Yes If yes, approximately how many ERIC columns have you read or scanned within the past year? _____

3. Do you read or scan an ERIC Clearinghouse newsletter? (1)____Yes (2)____No
If yes, which Clearinghouse?_____

4. Please rate each of the following ERIC products and services in terms of its usefulness in your work or study. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

		VERY USEFUL				OF NO USE	ITEMS NEVER USED	ITEMS NOT AVAILABLE
a.	*Research in Education* (*RIE*)	1	2	3	4	5	6	7
b.	Accumulated Indexes for *RIE*	1	2	3	4	5	6	7
c.	*Current Index to Journals in Education* (*CIJE*)	1	2	3	4	5	6	7
d.	Clearinghouse: Newsletters	1	2	3	4	5	6	7
e.	Interpretative summaries	1	2	3	4	5	6	7
f.	Research Reviews	1	2	3	4	5	6	7
g.	Bibliographies	1	2	3	4	5	6	7
h.	Pacesetters in Innovation	1	2	3	4	5	6	7
i.	Catalog of Selected Documents on the Disadvantaged	1	2	3	4	5	6	7
j.	Selected Documents in Higher Education	1	2	3	4	5	6	7
k.	Hard copy documents	1	2	3	4	5	6	7
l.	ERIC microfiche	1	2	3	4	5	6	7
m.	*Thesaurus of ERIC Descriptors*	1	2	3	4	5	6	7
n.	Manpower Research Inventory	1	2	3	4	5	6	7
o.	OE Research Reports	1	2	3	4	5	6	7
	ERIC magnetic tape data bases:							
p.	*RIE*	1	2	3	4	5	6	7
q.	*CIJE*	1	2	3	4	5	6	7

5. What specific comments or suggestions do you have concerning the products and services listed above. (Identify by a, b, c, etc.–use a separate sheet if needed.)

_____
_____
_____
_____
_____

6. How would you rate the ERIC system as a whole as to its usefulness in your work or study?

(1)____Of considerable value
(2)____Of some value
(3)____Of doubtful value
(4)____Of no value

7. Have you ever found information through the ERIC system which you probably would not have found otherwise? (1)____Yes (2)____No If yes, how often:

(1)____Estimate number if more than 10 times
(2)____6-10 times
(3)____1-5 times

8. Has information obtained through the ERIC system resulted in improvements in the way you do things? (1)____No (2)____Yes If yes, how often:

(1)____1-5 times
(2)____6-10 times
(3)____Estimate number if more than 10 times

9. Has information obtained through the ERIC system prevented you from duplicating research work that has already been done by others? (1)____Yes (2)____No If yes, how often:

(1)____Estimate number if more than 10 times
(2)____6-10 times
(3)____1-5 times

10. Please check below the abstracting and indexing publications you have used *during the past year*, and indicate the ways in which you have used them.

Publications used (Check)	Read or scan each issue for current awareness	Search past issues or volumes to locate specific information	FOR CODERS USE ONLY	Never Used
(1)____Child Development Abstracts & Bibliography	1	2	3	4
(2)____Current Index to Journals in Education	1	2	3	4
(3)____Dissertation Abstracts	1	2	3	4
(4)____Education Index	1	2	3	4
(5)____Educational Administration Abstracts	1	2	3	4
(6)____Psychological Abstracts	1	2	3	4
(7)____Research in Education	1	2	3	4
(8)____Other (Please specify) _____	1	2	3	4

RESEARCH IN EDUCATION (RIE) Abstract Journal

11. During the past year, about how many times have you used *RIE*? (Count each search as a separate use.)

(1)____Estimate number if more than 10 times
(2)____6-10 times
(3)____1-5 times
(4)____Never

IF NEVER, PLEASE SKIP TO QUESTION 21

12. When you use an issue of *RIE* do you usually:

(1)____Go initially to the *Thesaurus of ERIC Descriptors*
(2)____Go directly to subject index
(3)____Go directly to author index
(4)____Go directly to résumés of a Clearinghouse
(5)____Scan the entire document résumé section
(6)____Follow no particular pattern
(7)____Other (Please specify) _____

13. What are the main purposes for which you have used *RIE*?

(1)____To keep abreast in a field
(2)____Assignments and term papers
(3)____Preparation or updating of course bibliographies
(4)____Curriculum development
(5)____Program improvement
(6)____Preparation of speech, report, article
(7)____Research project
(8)____Browsing
(9)____Other (Please specify) _____

14. For purposes of searching and identification of relevant documents in *RIE*, which of the following types of information about each document do you consider essential?

(1)____Abstracts
(2)____Descriptors
(3)____Kind of document (e.g., research report, survey)
(4)____Quality estimate
(5)____Target audience
(6)____Other (Please specify) _____

15. How often do you find what you are looking for in *RIE*?

(1)____Always
(2)____Most of the time
(3)____Sometimes
(4)____Never

16. If you don't find it in *RIE*, how often do you find it elsewhere?

(1)____Never
(2)____Sometimes
(3)____Most of the time
(4)____Always

17. Please *rate each* section or characteristic of *RIE* in terms of its usefulness in your work or study. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

		VERY USEFUL				OF NO USE	ITEMS NEVER USED	ITEMS NOT AVAILABLE
a.	Range of topics covered	1	2	3	4	5	6	7
b.	Quality of material selected	1	2	3	4	5	6	7
c.	Timeliness	1	2	3	4	5	6	7
d.	Document Section	1	2	3	4	5	6	7
e.	Accession Numbers Section	1	2	3	4	5	6	7
f.	Arrangement within Sections	1	2	3	4	5	6	7
g.	Content of *résumés*	1	2	3	4	5	6	7
h.	Descriptors (Thesaurus)	1	2	3	4	5	6	7
i.	Numbering system	1	2	3	4	5	6	7
j.	Introductory information	1	2	3	4	5	6	7
k.	Indexing system	1	2	3	4	5	6	7
l.	Format & typography (size of type, readability, etc.)	1	2	3	4	5	6	7

18. How should unavailable documents now listed in *RIE* be treated?

(1)____Designated by a symbol
(2)____Put in a separate section
(3)____Put in a separate publication
(4)____Omitted from *RIE*
(5)____Other (Please specify) _____

19. During the past year, about how many documents have you ordered, or obtained from an information center or library, as a result of having read a citation or abstract in *RIE*?

(1)____Estimate number if more than 10
(2)____6-10
(3)____1-5
(4)____None

20. Please describe any inadequacies of *RIE* identified during your use in the past year: (Use a separate sheet if necessary.)

(1) Coverage of subjects _____

(2) Citation information _____

(3) Quality of abstracts _____

(4) Physical arrangement or location of bibliographic items or sections _____

(5) Quality of indexing _____

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

21. During the past year, about how many times have you used *CIJE*? (Count each search as a separate use.)

(1)____Estimate number if more than 10 times
(2)____6-10 times
(3)____1-5 times
(4)____Never

IF NEVER, PLEASE SKIP TO QUESTION 33

22. When you use an issue of *CIJE* do you usually:

(1)____Go initially to the *Thesaurus of ERIC Descriptors*
(2)____Go directly to author index
(3)____Go directly to subject index
(4)____Go to main entry section
(5)____Follow no particular pattern
(6)____Other (Please specify)_____

23. What are the main purposes for which you have used *CIJE*?

(1)____To keep abreast in a field
(2)____Assignments and term papers
(3)____Preparation or updating of course bibliographies
(4)____Curriculum development
(5)____Program improvement
(6)____Preparation of speech, report, article
(7)____Research project
(8)____Browsing
(9)____Other (Please specify)_____

24. How often do you find what you are looking for in *CIJE*?

(1)____Never
(2)____Sometimes
(3)____Most of the time
(4)____Always

25. If you don't find it in *CIJE*, how often do you find it elsewhere?

(1)____Always
(2)____Most of the time
(3)____Sometimes
(4)____Never

26. Are the journals indexed in *CIJE* readily available to you in a nearby library?

(1)____Yes
(2)____No

27. During the past year, about how many journal articles have you consulted as a result of having read a citation in *CIJE*?

(1)____None
(2)____1-5
(3)____6-10
(4)____Estimate number if more than 10

28. How do you think *CIJE* compares in usefulness with other such indexes you have used?

(1)____Less useful
(2)____Equally useful
(3)____More useful

29. In undertaking a subject search of *RIE* or *CIJE* do you find the subject headings (descriptors):

(1)____Satisfactory
(2)____Too general
(3)____Too specific
(4)____Other shortcomings (Please specify)

_____

30. Do you find the subject headings (descriptors) used to index *RIE* and *CIJE* representative of the currently used language in your fields?

(1)____Yes
(2)____No

31. Please rate each section or characteristic of *CIJE* in terms of its usefulness in your work. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

	VERY USEFUL				OF NO USE	ITEMS NEVER USED	ITEMS NOT AVAILABLE
a. Organization of *CIJE*	1	2	3	4	5	6	7
b. Coverage of journals	1	2	3	4	5	6	7
c. Selection of articles	1	2	3	4	5	6	7
d. Timeliness	1	2	3	4	5	6	7
e. Descriptor Group Codes	1	2	3	4	5	6	7
f. Assignment of descriptors	1	2	3	4	5	6	7
g. Sequence of sections in journal	1	2	3	4	5	6	7
h. Subject Index	1	2	3	4	5	6	7
i. Author Index	1	2	3	4	5	6	7
j. Main entry section	1	2	3	4	5	6	7
k. Accession numbering system	1	2	3	4	5	6	7
l. Annotations of main entries	1	2	3	4	5	6	7
m. Format & typography (size of type, readability, etc.)	1	2	3	4	5	6	7

32. Please describe any inadequacies of *CIJE* identified during your use in the past year: (Use a separate sheet if necessary.)

(1) Coverage of subjects_____

(2) Citation information_____

(3) Quality of annotations_____

(4) Physical arrangement or location of bibliographic items or sections_____

(5) Quality of indexing_____

DOCUMENTS: MICROFICHE AND HARD COPY

33. During the past year, about how many titles of ERIC microfiche have you used?

(1)____None
(2)____1-10
(3)____11-25
(4)____Estimate number if more than 25

IF NONE, PLEASE SKIP TO QUESTION 36

34. Do you have easy access to a microfiche reader? (1)____No (2)____Yes If no, would you make greater use of microfiche if a reader were more accessible? (1)____Yes (2)____No

35. What specific comments or suggestions do you have concerning the ERIC microfiche system? _____

_____

_____

36. During the past year, about how many ERIC hard copy documents have you used?

(1)____None
(2)____1-10
(3)____11-25
(4)____Estimate number if more than 25

37. What are the main purposes for which you have used ERIC microfiche/hard copy documents?

(Please check)	MICRO-FICHE	HARD COPY
(1) To keep abreast in a field		
(2) Assignments and term papers		
(3) Preparation or updating of course bibliographies		
(4) Curriculum development		
(5) Program improvement		
(6) Preparation of speech, article, report		
(7) Browsing		
(8) Research project		
(9) Other (Please specify)		

38. During the past year about how many times have you used the following individual ERIC publications? (Count each search as a separate use.)

	1-5 times	6-10 times	11-25 times	NEVER USED
a. Accumulated Indexes for *RIE*				
b. Pacesetters in Innovation				
c. Catalog of Selected Documents on the Disadvantaged				
d. Selected Documents in Higher Education				
e. *Thesaurus of ERIC Descriptors*				
f. Manpower Research Inventory				
g. OE Research Reports				

39. What problems, if any, have you faced using hard copy documents? _____

_____

PROFESSIONAL CHARACTERISTICS & ACTIVITIES

40. Please indicate the type of institution or organization with which you are *primarily* associated, by placing a check mark in the appropriate space below.

(1)____Pre-School
(2)____Elementary School
(3)____Secondary School
(4)____College or University
(5)____State Department of Education
(6)____Regional Educational Laboratory
(7)____Research & Development Center
(8)____Professional organization
(9)____Office of Educational Regional Office
(10)____Other Federal Agency
(11)____Local or Regional Information Center
(12)____Business or Industry
(13)____Other (Please specify)_____

_____

41. Please indicate your *primary* professional role or function at the present time, by placing the number "1" in the appropriate space below. If you have more than one major role, please enter the number "2" in the space corresponding to your second most important professional role.

(1)____Administration or Supervision
(2)____Teaching
(3)____Pupil Personnel Services
(4)____Research & Development
(5)____Library or Instructional Resources
(6)____Consulting
(7)____Undergraduate Student
(8)____Graduate Student
(9)____Other (Please specify) _____

42. Do you have any professional responsibilities away from your institution (consulting, editorial, offices in professional societies, advisory committees, etc.)?

(1)____Yes (2)____No

43. About how many times in an average month are you contacted by other educators seeking information related to your current work? _____
(number)

44. How do you get your information? Select the more important channels listed below and rank them by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)____Oral communication (colleagues)
(2)____Journal articles
(3)____Books and monographs
(4)____Reports
(5)____Abstracting & indexing services
(6)____Professional meetings
(7)____Correspondence and/or reprints
(8)____Other (Please specify)_____

45. Have you conducted or participated in basic or applied research projects within the past five years? (1)____Yes (2)____No If yes, identify the kind of study you have conducted _____

46. In the past five years have you had any books or papers accepted for publication or for presentation at meetings?
(1)____Yes (2)____No If yes, how many _____?
(number)

47. Please indicate your areas of professional interest in fields of education, as related to ERIC Clearinghouses listed below. Please rank areas of interest by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)____Adult Education
(2)____Counseling and Personnel Services
(3)____Disadvantaged
(4)____Early Childhood Education
(5)____Educational Administration
(6)____Educational Media and Technology
(7)____Exceptional Children
(8)____Higher Education
(9)____Junior Colleges
(10)____Library and Information Sciences
(11)____Linguistics
(12)____Reading
(13)____Rural Education and Small Schools
(14)____Science and Mathematics Education
(15)____Social Science Education
(16)____Teacher Education
(17)____Teaching of English
(18)____Teaching of Foreign Languages
(19)____Tests, Measurement, and Evaluation
(20)____Vocational and Technical Education

PERSONAL DATA

48. Please check the age group which includes your age:

(1)____25 or below
(2)____26-35
(3)____36-45
(4)____46-55
(5)____56-65
(6)____Over 65

49. What is your highest earned academic degree:

(1)_____High School Diploma
(2)_____Bachelor's
(3)_____Master's
(4)_____Specialist's
(5)_____Doctorate
(6)_____Other (Please specify)_____

50. Please indicate your sex:

(1)_____Male
(2)_____Female

PLEASE RETURN COMPLETED QUESTIONNAIRE
IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

QUESTIONNAIRE TO SUBSCRIBERS TO *RESEARCH IN EDUCATION*

With Accompanying Cover Letter

ERIC EVALUATION STUDY PROJECT

INDIANA UNIVERSITY

Graduate Library School

UNIVERSITY LIBRARY

BLOOMINGTON, INDIANA 47401

TEL. NO. 812- 337- 2848

Evaluation Study of Products and Services of
the Educational Resources Information Center (ERIC)
U. S. Office of Education

May, 1971

Dear Colleague:

We are seeking your cooperation in an evaluation of the ERIC abstract journal entitled *Research in Education* (*RIE*). You or the organization with which you are associated is listed as a subscriber to this abstract journal.

Enclosed is a copy of a three-page questionnaire which we have prepared in order to obtain information on *RIE*, its strengths and weaknesses, and the reactions of individual users to various aspects of this journal.

PLEASE HAND THIS QUESTIONNAIRE TO ANOTHER PERSON KNOWN TO USE THIS JOURNAL, IF YOU ARE NOT ACTIVE IN ITS USE.

Completion of this questionnaire will require on the average of no more than ten minutes. Your cooperation will make an important contribution to the evaluation and improvement of this ERIC publication.

Also enclosed is a prepaid addressed envelope to facilitate the return of the questionnaire. We would appreciate your early completion of the questionnaire and its return within 5 days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

Prepared by:
Graduate Library School
Indiana University
Bloomington, Indiana 47401

EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES

Sponsored by U.S. Office of Education

Box 1
OE-6032
OMB-51S71012
Expiration Date 12-71

Questionnaire for Subscribers to *Research in Education* (*RIE*)

(To be filled out by a person or persons active in the use of this abstract journal)

USE OF ABSTRACT/INDEXING PUBLICATIONS

1. Please check below the abstracting and indexing publications you have used *during the past year*, and indicate the ways in which you have used them.

Publications used (Check)	Read or scan each issue for current awareness	Search past issues or volumes to locate specific information	FOR CODERS USE ONLY	Never Used
(1)____Child Development Abstracts & Bibliography	1	2	3	4
(2)____Current Index to Journals in Education	1	2	3	4
(3)____Dissertation Abstracts	1	2	3	4
(4)____Education Index	1	2	3	4
(5)____Educational Administration Abstracts	1	2	3	4
(6)____Psychological Abstracts	1	2	3	4
(7)____Research in Education	1	2	3	4
(8)____Other (Please specify) _____	1	2	3	4

USE OF RESEARCH IN EDUCATION (RIE)

2. During the past year, about how many times have you used *RIE*? (Count each search as a separate use.)

(1)____Estimate number if more than 10
(2)____6-10 times
(3)____1-5 times
(4)____Never

3. What are the main purposes for which you have used *RIE*?

(1)____To keep abreast in a field
(2)____Assignments and term papers
(3)____Preparation or updating of course bibliographies
(4)____Curriculum development
(5)____Program improvement
(6)____Preparation of speech, report, article
(7)____Research project
(8)____Browsing
(9)____Other (Please specify) _____

4. When you use an issue of *RIE* do you usually:

(1)____Go initially to the *Thesaurus of ERIC Descriptors*
(2)____Go directly to subject index
(3)____Go directly to author index
(4)____Go directly to résumés of a Clearinghouse
(5)____Scan the entire document résumé section
(6)____Follow no particular pattern
(7)____Other (Please specify) _____

5. In undertaking a subject search of *RIE* do you find the subject headings (descriptors):

(1)____Satisfactory
(2)____Too general
(3)____Too specific
(4)____Other (Please specify) _____

6. Do you find the subject headings (descriptors) used to index *RIE* representative of the currently used language in your fields?

(1)____Yes (1)____No

7. For purposes of searching and identification of relevant documents in *RIE* which of the following types of information about each document do you consider essential?

(1)____Abstracts
(2)____Descriptors
(3)____Kind of document (e.g., research report, survey)
(4)____Quality estimate
(5)____Target audience
(6)____Other (Please specify) _____

8. Have you usually found what you were looking for in *RIE*?

(1)____Yes (2)____No

9. How should unavailable documents now listed in *RIE* be treated?

(1)____Designated by a symbol
(2)____Put in a separate section
(3)____Put in a separate publication
(4)____Omitted from *RIE*?
(5)____Other (Please specify) _____

10. During the past year, about how many documents have you ordered, or obtained from a library or information center, as a result of having read a citation or abstract in *RIE*?

(1)____Estimate number if more than 10
(2)____6-10
(3)____1-5
(4)____None

11. Please rate each section or characteristic of *RIE* in terms of its usefulness in your work or study. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

		VERY USEFUL				OF NO USE	ITEMS NEVER USED	ITEMS NOT AVAILABLE
a.	Range of topics covered	1	2	3	4	5	6	7
b.	Quality of material selected	1	2	3	4	5	6	7
c.	Timeliness	1	2	3	4	5	6	7
d.	Document Section	1	2	3	4	5	6	7
e.	Accession Number Section	1	2	3	4	5	6	7
f.	Arrangement within Sections	1	2	3	4	5	6	7
g.	Content of résumés	1	2	3	4	5	6	7
h.	Descriptors (Thesaurus)	1	2	3	4	5	6	7
i.	Numbering system	1	2	3	4	5	6	7
j.	Introductory information	1	2	3	4	5	6	7
k.	Indexing system	1	2	3	4	5	6	7
l.	Format & typography (size of type, readability, etc.)	1	2	3	4	5	6	7

12. Please describe any inadequacies of *RIE* identified during your use in the past year: (Use a separate sheet if necessary.)

(1) Coverage of subjects _____

(2) Citation information _____

(3) Quality of abstracts _____

(4) Physical arrangement or location of bibliographic items or sections _____

(5) Quality of indexing _____

PROFESSIONAL CHARACTERISTICS & ACTIVITIES

13. What is the job title or occupation of individual responding? _____

14. Please indicate the type of institution or organization with which you are *primarily* associated, by placing a check mark in the appropriate space below.

(1)____Pre-School
(2)____Elementary School
(3)____Secondary School
(4)____College or University
(5)____State Department of Education
(6)____Regional Educational Laboratory
(7)____Research & Development Center
(8)____Professional Organization
(9)____Office of Education Regional Office
(10)____Other Federal Agency
(11)____Local or Regional Information Center
(12)____Business or Industry
(13)____Other (Please specify) _____

15. Please indicate your *primary* professional role or function at the present time, by placing the number "1" in the appropriate space below. If you have more than one major role, please enter the number "2" in the space below corresponding to your second most important professional role.

(1)____Administration or Supervision
(2)____Teaching
(3)____Pupil Personnel Services
(4)____Research & Development
(5)____Library or Instructional Resources
(6)____Consulting
(7)____Undergraduate Student
(8)____Graduate Student
(9)____Other (Please specify) _____

16. How do you get your information? Select the more important channels listed below and rank them by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)____Oral communication (colleagues)
(2)____Journal articles
(3)____Books and monographs
(4)____Reports
(5)____Abstracting & indexing services
(6)____Professional meetings
(7)____Correspondence and/or reprints
(8)____Other (Please specify) _____

17. Have you conducted or participated in basic or applied research projects within the past five years? (1)____Yes (2)____No If yes, identify the kind of study you have conducted _____

18. In the past five years have you had any books or papers accepted for publication or for presentation at meetings?
(1)____Yes (2)____No If yes, how many _____?
(number)

PLEASE RETURN COMPLETED QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

QUESTIONNAIRE TO SUBSCRIBERS TO *CURRENT INDEX TO JOURNALS IN EDUCATION*

With Accompanying Cover Letter

ERIC EVALUATION STUDY PROJECT

INDIANA UNIVERSITY
Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

REG. NO. [illegible] 2048

Evaluation Study of Products and Services of
the Educational Resources Information Center (ERIC)
U. S. Office of Education

May, 1971

Dear Colleague:

We are seeking your cooperation in an evaluation of *Current Index to Journals in Education* (CIJE), a monthly guide to the periodical literature published by CCM Information Corporation under contract to the U. S. Office of Education. You or the organization with which you are associated is listed as a subscriber to this journal.

Enclosed is a copy of a three-page questionnaire which we have prepared in order to obtain information on CIJE, its strengths and weaknesses, and the reactions of individual users to various aspects of this journal.

PLEASE HAND THIS QUESTIONNAIRE TO ANOTHER PERSON KNOWN TO USE THIS JOURNAL, IF YOU ARE NOT ACTIVE IN ITS USE.

Completion of this questionnaire will require on the average of no more than ten minutes. Your cooperation will make an important contribution to the evaluation and improvement of this publication.

Also enclosed is a prepaid addressed envelope to facilitate the return of the questionnaire. We would appreciate your early completion of the questionnaire and its return within 5 days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry

Bernard M. Fry
Principal Investigator

BMF:jc

Encls.

Prepared by:
Graduate Library School
Indiana University
Bloomington, Indiana 47401

EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES

Sponsored by U.S. Office of Education

Box 1
OE-6032-1
OMB-51S71011
Expiration date 12-71

Questionnaire for Subscribers to *Current Index to Journals in Education* (*CIJE*)

(To be filled out by a person or persons active in the use of this abstract journal)

USE OF ABSTRACT/INDEXING PUBLICATIONS

1. Please check below the abstracting and indexing publications you have used *during the past year*, and indicate the ways in which you have used them.

Publications used (Check)	Read or scan each issue for current awareness	Search past issues or volumes to locate specific information	FOR CODERS USE ONLY	Never Used
(1)____Child Development Abstracts & Bibliography	1	2	3	4
(2)____Current Index to Journals in Education	1	2	3	4
(3)____Dissertation Abstracts	1	2	3	4
(4)____Education Index	1	2	3	4
(5)____Educational Administration Abstracts	1	2	3	4
(6)____Psychological Abstracts	1	2	3	4
(7)____Research in Education	1	2	3	4
(8)____Other (Please specify) _____	1	2	3	4

USE OF CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

2. During the past year, about how many times have you used *CIJE*? (Count each search as a separate use.)

(1)____Estimate number if more than 10 times
(2)____6-10 times
(3)____1-5 times
(4)____Never

3. What are the main purposes for which you have used *CIJE*?

(1)____To keep abreast in a field
(2)____Assigments and term papers
(3)____Preparation or updating of course bibliographies
(4)____Curriculum development
(5)____Program improvement
(6)____Preparation of a speech, report, article
(7)____Research project
(8)____Browsing
(9)____Other (Please specify)_____

4. When you use an issue of *CIJE* do you usually:

(1)____Go initially to the *Thesaurus of ERIC Descriptors*
(2)____Go directly to author index
(3)____Go directly to subject index
(4)____Go to main entry section
(5)____Follow no particular pattern
(6)____Other (Please specify)_____

5. In undertaking a subject search of *Current Index to Journals in Education* (*CIJE*) do you find the subject headings (descriptors):

(1)____Satisfactory
(2)____Too general
(3)____Too specific
(4)____Other (Please specify)_____

6. Do you find the subject headings (descriptors) used to index *CIJE* representative of the currently used language in your fields? (1)_____ Yes (2)_____No

7. Please rate each section or characteristic of *CIJE* in terms of its usefulness in your work. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

		VERY USEFUL				OF NO USE	ITEMS NEVER USED	ITEMS NOT AVAILABLE
a.	Organization of *CIJE*	1	2	3	4	5	6	7
b.	Coverage of journals	1	2	3	4	5	6	7
c.	Selection of articles	1	2	3	4	5	6	7
d.	Timeliness	1	2	3	4	5	6	7
e.	Descriptor Group Codes	1	2	3	4	5	6	7
f.	Assignment of descriptors	1	2	3	4	5	6	7
g.	Sequence of sections in journal	1	2	3	4	5	6	7
h.	Subject Index	1	2	3	4	5	6	7
i.	Author Index	1	2	3	4	5	6	7
j.	Main entry section	1	2	3	4	5	6	7
k.	Accession numbering system	1	2	3	4	5	6	7
l.	Annotations of main entries	1	2	3	4	5	6	7
m.	Format & typography (size of type, readability, etc.)	1	2	3	4	5	6	7

8. Please describe any inadequacies of *CIJE* identified during your use in the past year: (Use a separate sheet if necessary.)

(1) Coverage of subjects _____

_____

_____

(2) Citation information _____

_____

_____

(3) Quality of annotations _____

_____

_____

(4) Physical arrangement or location of bibliographic items or sections _____

_____

_____

(5) Quality of indexing _____

_____

_____

PROFESSIONAL CHARACTERISTICS & ACTIVITIES

9. What is the job title or occupation of individual responding? _____

10. Please indicate the type of institution or organization with which you are primarily associated, by placing a check mark in the appropriate space below.

(1)_____Pre-School
(2)_____Elementary School
(3)_____Secondary School
(4)_____College or University
(5)_____State Department of Education
(6)_____Regional Educational Laboratory
(7)_____Research & Development Center
(8)_____Professional Organization
(9)_____Office of Education Regional Office
(10)_____Other Federal Agency
(11)_____Local or Regional Information Center
(12)_____Business or Industry
(13)_____Other (Please specify)_____

_____

11. Please indicate your primary professional role or function at the present time, by placing the number "1" in the appropriate space below. If you have more than one major role, please enter the number "2" in the space corresponding to your second most important professional role.

(1)____Administration or Supervision
(2)____Teaching
(3)____Pupil Personnel Services
(4)____Research & Development
(5)____Library or Instructional
(6)____Consulting
(7)____Undergraduate Student
(8)____Graduate Student
(9)____Other (Please specify)_____

12. How do you get your information? Select the more important channels listed below and rank them by order of importance. (Use 1 for most important, 2 for second most important, etc.) Rank as many as appropriate.

(1)____Oral Communication (colleagues)
(2)____Journal articles
(3)____Books and monographs
(4)____Reports
(5)____Abstracting & Indexing services
(6)____Professional meetings
(7)____Correspondence and/or reprints
(8)____Other (Please specify)_____

13. Have you conducted or participated in basic or applied research projects within the past five years? (1)____Yes (2)____No If yes, identify the kind of study you have conducted:_____

14. In the past five years have you had any books or papers accepted for publication or for presentation at meetings? (1)____Yes (2)____No If yes, how many____?
(number)

PLEASE RETURN COMPLETED QUESTIONNAIRE
IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

ORGANIZATION QUESTIONNAIRE

With Accompanying Cover Letters

Color coded and sent to samples of the following populations (see Table A1A.2):

Standing Orders (USOE Supported)

Standing Orders (Privately Supported)

Reading Resources Network Centers

Educational Information Centers

State Departments of Education

Individual Orders (EDRS)

ERIC EVALUATION STUDY

INDIANA UNIVERSITY

Graduate Library School

UNIVERSITY LIBRARY

BLOOMINGTON, INDIANA 47401

TEL. NO. 812-337-2848

May, 1971

Dear Colleague:

We are seeking your final cooperation in the evaluation study of ERIC products and services which I outlined in my previous letter.

We appreciate very much your willingness to handle the distribution on May 10th of the INDIVIDUAL USERS questionnaire to patrons of your information center or library.

As the second and last step, we are enclosing a questionnaire asking certain general types of information concerning facilities and services which your organization provides for ERIC materials, together with your evaluation of their usefulness based on observations and contacts with users.

Completion of this questionnaire by a professional member of your organization will require on the average no more than ten minutes. Your cooperation will make an important contribution to the evaluation and improvement of this ERIC study.

Also enclosed is a prepaid addressed envelope to facilitate the return of the questionnaire. We would appreciate your early completion of the questionnaire and its return within five days.

Thank You for your cooperation.

Sincerely,

Bernard M. Fry

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

ERIC EVALUATION STUDY PROJECT

INDIANA UNIVERSITY

Graduate Library School

UNIVERSITY LIBRARY

BLOOMINGTON, INDIANA 47401

TEL. NO. 812- 337- 2848

Evaluation Study of Products and Services of
The Educational Resources Information Center (ERIC)
U. S. Office of Education

May, 1971

Dear Colleague:

We are seeking your cooperation in an evaluation study of products and services of the Educational Resources Information Center (ERIC), designed and supported by the U. S. Office of Education. This letter, with questionnaire enclosed, is being sent to you or your organization as a purchaser of ERIC documents.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

We specifically need your assistance in the completion by a professional member of your organization of the enclosed questionnaire. We estimate an average of ten minutes is required to complete this form.

This questionnaire is an attempt to obtain certain general types of information concerning facilities and services which your organization provides for ERIC materials, together with your evaluation of their usefulness based on observations and contacts with ERIC users. A prepaid addressed envelope is enclosed to facilitate return of this questionnaire. We would appreciate completion at your early convenience, and its return within 5 days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry

Bernard M. Fry
Principal Investigator

BMF:je

Encls.

ERIC EVALUATION STUDY PROJECT

INDIANA UNIVERSITY
Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812-337-2848

Evaluation Study of Products and Services of the
Education Resources Information Center (ERIC)
U.S. Office of Education

June, 1971

Dear Colleague:

I am writing to request your further assistance and cooperation in the evaluation study of ERIC products and services. We are undertaking a follow-up of institutions who were unable to complete, for various reasons, the questionnaire for "Organizations, Libraries and Information Centers," sent to you initially on May 14th.

Your completion of this questionnaire at this time and its return, in the prepaid addressed envelope, will be greatly appreciated.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

Please call me collect at 812-337-2848 if you have any questions concerning this effort or if you wish additional information.

Sincerely,

Bernard M. Fry

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

ERIC EVALUATION STUDY PROJECT

INDIANA UNIVERSITY

Graduate Library School

UNIVERSITY LIBRARY

BLOOMINGTON, INDIANA 47401

TEL. NO. 812-337-2848

Evaluation Study of Products and Services of the
Education Resources Information Center (ERIC)
U.S. Office of Education

May 1971

Dear Colleague:

We are seeking your cooperation in an evaluation study of products and services of the Educational Resources Center (ERIC), designed and supported by the U.S. Office of Education. This letter, with questionnaire enclosed, is being sent to you or your organization as a State Department of Education concerned with educational information dissemination.

If you have no direct relation to an information center servicing ERIC documents, please hand or forward this questionnaire to that office in the Department which has this responsibility.

YOUR COOPERATION WILL MAKE AN IMPORTANT CONTRIBUTION TO THE EVALUATION AND IMPROVEMENT OF ERIC PRODUCTS AND SERVICES.

We specifically need your assistance in the completion by a professional member of your organization of the enclosed questionnaire. We estimate an average of ten minutes is required to complete this form.

This questionnaire is an attempt to obtain certain general types of information concerning facilities and services which your organization provides for ERIC materials, together with your evaluation of their usefulness based on observation and contacts with ERIC users. A prepaid addressed envelope is attached to facilitate return of this questionnaire. We would appreciate completion at your early convenience, and its return within five days.

Thank you for your cooperation.

Sincerely,

Bernard M. Fry

Bernard M. Fry, Principal Investigator

BMF:je

Encls.

Prepared by:
Graduate Library School
Indiana University
Bloomington, Indiana 47401

EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES

Sponsored by U.S. Office of Education

Box 1
OE-6032-4
OMB-51S71008
Expiration Date 12-71

Questionnaire for Organizations, Libraries and Information Centers

1. Name of organization, library, or information center responding to this questionnaire: _____

2. What is job title or occupation of individual respondent? _____

3. Please place a check mark in front of the category below which best describes the type of institution named in answer to question 1.

(1)____Pre-School
(2)____Elementary School
(3)____Secondary School
(4)____College or University
(5)____State Department of Education
(6)____Regional Educational Laboratory
(7)____Research & Development Center
(8)____Professional Organization
(9)____Office of Education Regional Office
(10)____Other Federal Agency
(11)____Local or Regional Information Center
(12)____Business or Industry
(13)____Other (Please specify) _____

4. Please *estimate* the number of people in each category served by your organization in a typical week.

(1)____Teacher
(2)____Administrator
(3)____Graduate Student
(4)____Undergraduate Student
(5)____Researcher
(6)____Librarian or Information Specialist

5. Please *estimate* the number of people using the following ERIC publication in a typical week:

		Number
(1)	*Research in Education* (*RIE*)	_____
(2)	*Current Index to Journals in Education* (*CIJE*)	_____
(3)	ERIC microfiche	_____
(4)	ERIC hard copy documents	_____

6. What *estimated* percent of requests for ERIC publications are handled through:

(1)____% On-site service (2)____% Mail service (3)____% Phone
About how many are repeat requests?____%

7. Do you circulate for use outside the center:

	YES	NO
(1) ERIC microfiche		
(2) Selected *RIE* abstracts		
(3) Computer printouts		
(4) SDI Lists of documents		
(5) *RIE* and *CIJE* index journals		
(6) Other (Please specify) _____		

8. How many of each of the following pieces of equipment do you have?

(1)____Microfiche readers
(2)____Microfiche printers
(3)____Microfiche duplicators
(4)____Portable readers (for home use)

9. How much of the staff's time is spent working with the ERIC collection? Please *estimate* the time (in *MAN-HOURS* per week spent at each of these tasks):

(1)____Assisting patrons (proper use of the ERIC Thesaurus and indexing journals, negotiating questions and formulating search strategies, and locating of documents)
(2)____Maintaining collections and equipment

10. Do you find the subject headings (descriptors) used to index *RIE* and *CIJE* representative of the currently used language of the searchers?

(1)____Yes (2)____No

11. Based on your service contacts with users, how should unavailable documents be treated in *RIE*?

(1)____Designated by a symbol
(2)____Put in a separate section
(3)____Put in a separate publication
(4)____Omitted from *RIE*
(5)____Other (Please specify) _____

12. Which of the following best describes the access system for identifying ERIC documents?

(1)_____The patron examines the Thesaurus to identify the terms he wants to use in a search.
(2)_____The patron looks through copies of *RIE* and *CIJE* under the descriptor headings until the articles or documents are identified.
(3)_____The patron submits his request through an information specialist using a computer search system.

13. If you observe or assist patrons in the use of ERIC products and services, please rate each in terms of its observed usefulness and on the basis of your actual experience in providing service. Circle the appropriate number, e.g., 1 for "Very Useful," 5 for "Of No Use," etc.

		VERY USEFUL				OF NO USE	ITEMS NEVER USED	ITEMS NOT AVAILABLE
a.	*Research in Education* (*RIE*)	1	2	3	4	5	6	7
b.	Accumulated Indexes for *RIE*	1	2	3	4	5	6	7
c.	*Current Index to Journals in Education* (*CIJE*) . .	1	2	3	4	5	6	7
d.	Clearinghouse: Newsletters	1	2	3	4	5	6	7
e.	Interpretative summaries	1	2	3	4	5	6	7
f.	Research Reviews	1	2	3	4	5	6	7
g.	Bibliographies	1	2	3	4	5	6	7
h.	Pacesetters in Innovation	1	2	3	4	5	6	7
i.	Catalog of Selected Documents on the Disadvantaged	1	2	3	4	5	6	7
j.	Selected Documents in Higher Education	1	2	3	4	5	6	7
k.	Hard copy documents	1	2	3	4	5	6	7
l.	ERIC microfiche	1	2	3	4	5	6	7
m.	*Thesaurus of ERIC Descriptors*	1	2	3	4	5	6	7
n.	Manpower Research Inventory	1	2	3	4	5	6	7
o.	OE Research Reports	1	2	3	4	5	6	7
	ERIC magnetic tape data bases:							
p.	*RIE*	1	2	3	4	5	6	7
q.	*CIJE*	1	2	3	4	5	6	7

14. What are the main purposes for which ERIC publications have been used:

(1)_____To keep abreast in a field
(2)_____Assignments and term papers
(3)_____Preparation or updating of course bibliographies
(4)_____Curriculum development
(5)_____Program improvement
(6)_____Preparation of speech, report, article
(7)_____Research project
(8)_____Browsing
(9)_____Other (Please specify)_____

15. If patrons have commented on other aspects of the ERIC system (either postively or negatively), would you please report these comments_____

16. Please check the most important methods or devices which you use for informing patrons about ERIC products and services:

(1)_____Individual instruction
(2)_____Classroom instruction
(3)_____Brochures or fliers
(4)_____Professional meetings
(5)_____Correspondence with individuals
(6)_____Displays
(7)_____Other (Please specify)_____

17. Please use the following space (or a separate sheet) to make any additional constructive criticisms of the ERIC system. What specific changes would you recommend?_____

PLEASE RETURN COMPLETED QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

ERIC Evaluation Study
Graduate Library School
Indiana University
Bloomington, Indiana 47401

THANK YOU FOR YOUR COOPERATION

QUESTIONNAIRE TO SUBSCRIBERS TO PROFESSIONAL JOURNALS IN EDUCATION

WHICH CONTAIN ERIC COLUMNS

PREPARED BY:
GRADUATE LIBRARY SCHOOL
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47401

USE OF JOURNAL COLUMNS TO OBTAIN INFORMATION ON ERIC PUBLICATIONS AND SERVICES

SPONSORED BY THE U.S. OFFICE OF EDUCATION

BOX 1
OE–6032–2
OMB–51871010
EXP. DATE 12–71

An evaluation of the publications and services of the Educational Resources Information Center (ERIC) is being undertaken by the Graduate Library School–School of Education of Indiana University, as a sponsored study. This questionnaire asks you, as a subscriber to a professional education journal, for information about your use of columns in this journal to obtain current information about ERIC publications and services. Your cooperation will make an important contribution to their evaluation and improvement. (If received by an institutional subscriber, please return this card unmarked in the enclosed, stamped envelope.)

1. Present Title or Rank _____

2. Primary Professional role & School level where applicable _____

3. Field of Specialization _____

4. Bachelor's _____; Master's _____; Specialist's _____; Doctorate _____; Other _____ (Please specify)
   Please check highest earned degree

5. 25 or Below _____; 26–35 _____; 36–45 _____; 46–55 _____; 56–65 _____; Over 65 _____
   Age group-please check appropriate space

6. Male _____; Female _____

7. Do you read sections devoted to information about ERIC contained in any professional journal to which you subscribe? YES _____ NO _____.

IF YES–PLEASE PUNCH YOUR RESPONSES TO THE QUESTIONS ON THE REVERSE SIDE OF THE CARD AND RETURN IN THE ENCLOSED, STAMPED ENVELOPE WITHIN TEN DAYS.

IF NO–PLEASE RETURN CARD WITHOUT FURTHER RESPONSE

THANK YOU FOR YOUR COOPERATION

	A	B	C
8. How effective are journal columns in reducing your dependence on other means to obtain current references to ERIC publications and services? A. Highly effective; B. Moderately effective; C. Not very effective	○	○	○
9. Which one of the following types of ERIC information do you prefer to have included in the ERIC columns in journals. A. Announcements of ERIC documents; B. Research reviews; C. Original or state-of-art articles by Clearinghouse staff	○	○	○
10. How often do the ERIC columns in journals bring to your attention important material that you probably would not see elsewhere? A. Often; B. Occasionally; C. Never	○	○	○
11. How often do you obtain microfiche or hard copy of items cited in ERIC journal columns? A. Often; B. Occasionally; C. Never	○	○	○
12. How frequently do you use your nearest library to locate items cited in ERIC journal columns? A. Often; B. Occasionally; C. Never	○	○	○
13. If you receive a newsletter from one of the ERIC Clearinghouses, how would you rate its utility in comparison to the ERIC journal columns? Which do you find most useful? A. Journal columns; B. Newsletter; C. Use both	○	○	○
14. Which of the following index journals are conveniently available to you in your building or nearby library? (PUNCH ALL APPROPRIATE RESPONSES) A. Current Index to Journals in Education; B. Education Index; C. Research in Education	○	○	○
15. If you have convenient access to two or all three of the journals cited above, which do you use more frequently? A. ; B. ; or C.	○	○	○
16. If you have access to Research in Education (RIE) how often do you refer to it? A. Often; B. Occasionally; C. Never	○	○	○
17. How often do you find what you are looking for in RIE? A. Often; B. Occasionally; C. Never	○	○	○
18. How effective are the ERIC products and services in meeting your needs for information? A. Highly effective; B. Moderately effective; C. Not very effective	○	○	○

PLEASE RETURN QUESTIONNAIRE TO:
ERIC EVALUATION STUDY
GRADUATE LIBRARY SCHOOL
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47401

VOLUME III - Chapter 3

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS OF KRIC STUDY ADVISORY PANELS

Chapter 3

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS OF ERIC ADVISORY PANELS*

Usefulness of Thesaurus

Question: In what ways do you consider the ERIC Thesaurus useful as a tool for individuals searching Research in Education (RIE) and Current Index to Journals in Education (CIJE)?

The Thesaurus holds the system together. It helps to establish search patterns. It is an important enough document that it should be included in a subscription to RIE. It is essential as a guide for coordinating an individual's terms with system terminology. This function is necessary when a computer is utilized. The Thesaurus is most useful when the search goal is a subject (e.g., creativity) which crosses categorical lines or when a user's terminology is unspecific or colloquial and needs verification. The Thesaurus functions (1) to suggest additional terms, either broader or narrower than a searcher's original terms, on which to make a search; (2) to give some definition to a term; (3) to provide some understanding of the related terms within a general area. It should be supplemented by a dictionary of terms.

Utility of Thesaurus Headings

Question: Are the Thesaurus headings specific enough to avoid getting too much unrelated material?

No. Some additional breakdown is needed; areas such as "innovations" and "exceptional" should be reconsidered. It would be helpful to have age

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* Final meeting at Boulder, Colorado, November 5-6, 1971. Members of the Advisory Panels are listed in this Volume, Chapter 1, Table A1B.2.

level identification coding and more up-to-date educational terminology (for example, "differentiated staffs" was only just recently added). More cross references, more accurate use of project names, listing of methods, and greater consistency among terms are needed.

The terminology is acceptable but there is no consistent policy, particularly among clearinghouses, for the assignment of terms. One often finds specific but not general terms (e.g., "Headstart," but not "early childhood"). A further problem is that documents are not always indexed to the most appropriate term. ERIC's decentralization has resulted in terms that are too specific in meaning and apply only to a particular discipline. The system thus includes many terms which have the same basic meaning--except that each pertains to a different discipline or specialty.

RIE: Treatment of Unavailable Documents

Question: How do you feel "unavailable" documents listed in RIE should be treated?

1. Exactly as they are. Their listing is important in the diffusion process and thus should be continued.
2. They should be put in a separate section similar to the project documents, or in a separate publication.
3. They should not have ED numbers. Development of a code to flag such documents would be useful. They should continue to be announced, however.
4. Unavailable documents should be listed in CIJE since that journal does not represent an "active" collection. RIE should list only those documents available on microfiche. If not available, they should be listed in CIJE, stating the original source.

5. They should be distinguished in the indexes, possibly by starring or otherwise marking the ED number.

RIE and CIJE Needs and Weaknesses

Question: Please list specific ways in which individual indexes in RIE and CIJE can be more helpful; also specific weakness of both.

1. Flag non-microfiche.
2. Use running heads.
3. Merge institutional entries without regard to subdivision.
4. Code levels (age, elementary, high school, etc.).
5. Code types (speech, report, etc.).
6. Use top-of-page headings. (The color-coded sections were good. Were they too expensive?)
7. Deliver CIJE more punctually.
8. Achieve greater consistency in quality of indexing.
9. Differentiate primary descriptors from secondary descriptors.
10. Use more care in selecting abstractors.
11. Merge RIE and ERIC tapes.
12. Develop stricter criteria for inclusion; add no more special sets.
13. Neither is directed toward those in a field who are working with students; both are too research oriented.
14. CIJE indexes too many inaccessible journals.

Promotion of ERIC Products and Services

Question: What method of yours do you consider to be the most effective for informing people about ERIC products and services?

1. Personal, in-service presentations.

2. State-of-knowledge reviews.
3. Brochures.
4. Newsletters.
5. Workshops.
6. Group explanation.
7. Displays.
8. Placing columns in professional journals.
9. Training local and state educators who, in turn, can acquaint local people.
10. Mass publicity via the mails (most realistic).
11. Loan of slide sets.
12. Use of TV and radio media.
13. The SRIS service in answering a request; an innovation is hard to sell until the need for it exists.
14. Dissemination of ERIC bibliographies on educational topics.
15. Publicity on computer retrievals.
16. One-to-one explanation when an individual can be shown that the material he needs is in the system. This method, of course, reaches very few people.

Increasing the Usability of ERIC Products

Question: Please list specific ways in which other ERIC products and services can be more helpful to individuals.

1. Obtain lower prices on readers and reader-printers.
2. Design better materials on how to use ERIC and RIE.
3. Ask users (classroom teachers) what they want. Ask existing information centers what services are requested. Act on those suggestions.

4. Develop better readers.
5. Expand computer searching.
6. Speed up the filling of orders from GPO, CCM and EDRS.
7. Produce more self-instructional guides.
8. Eliminate clearinghouse publications such as AIM and ARM; they are extremely confusing to users and undermine the original intent of ERIC as the educational resource.
9. Produce more bibliographies.
10. List conferences and papers given for research organizations.
11. Distribute indexes (RIE) at immediately accessible locations.
12. Lend portable readers.
13. Improve availability and design of hardware.
14. Whatever changes are made, the system should be kept as simple and uncomplicated as it now is. The newsletters and bibliographies issued by the clearinghouses are helpful, but the most necessary item is to keep rigorously screened material flowing into the system.

Improving the Microfiche System

Question: In what ways could the microfiche system be improved?

1. Improve microfiche quality; resolution has often been eratic.
2. Develop cheaper readers and cheaper microfiche.
3. Use a multiple microfiche envelope for multiple microfiche documents.
4. Enable centers to reproduce hard copy and microfiche for individuals.
5. Fill individual orders faster.
6. Put more images on a card.
7. Make computer searches more readily available.

ERIC Columns in Professional Journals

Question: What types of information would you prefer to find in the ERIC columns in professional journals?

1. More readable reviews of abstracts.
2. Highlights of clearinghouse activities.
3. Lists of materials that are not available through ERIC but that clearinghouses recommend.
4. Short reviews on particular "hot" subjects plus selected documents on other subjects.
5. News of the ERIC system.
6. Lists of ERIC's latest significant documents.
7. Summaries or synopses of new titles and special topics of current interest, plus relevant bibliographies.

Clearinghouse Newsletters

Question: What types of information would you prefer to find in the clearinghouse newsletters?

1. Document citations which are extrinsic to the clearinghouse, and information on how these can be obtained.
2. A listing of the "10 best citations" placed in RIE for a specific time period.
3. Discussion of outstanding research. Suggestions for use of some research.
4. No listing of new entries into ERIC; this produces an unnecessary duplication. Would rather see a few, new items highlighted and expanded.
5. A list of documents related to national priorities.
6. State-of-knowledge reviews; discussion of current crucial issues.
7. More articles, with bibliographies available upon request.

Computer Terminal Search System

Question: To what extent do you feel the computer terminal search system can replace or augment manual searching?

It is helpful and cuts time but will never be total unless all information, including historical materials, is stored. The large amount of material available can only be handled through automation. If descriptor assignment is improved and definitions made available for Thesaurus terms, the terminal search could eliminate the manual search. Computer retrieval allows more specific searches for less cost and time consumption. Computer search is available in many areas. Where not available nearby, ERIC should arrange for a national center to offer it, as DATRIX does for dissertation abstracts. Both methods are necessary. Computer search can never eliminate the personal interface needed to assist in defining area of concern.

RIE Materials

Question: Please comment on the quality and timeliness of materials indexed in RIE.

RIE is too long on turn-around for "hot topics" in education. There is still no Central ERIC procedure to assist in getting current information into RIE. Too many abstracts refer to documents "not available." Later documents seem to be of better quality. There seems to be no excuse for including 1966 and 1967 materials in 1970. Much of what is included is so limited in scope that it is of little use. It is evident that greater scrutiny needs to be given to some of the purported research; some things need to be available, of course, even if the quality is poor, just for the record.

INDEX TO ANECDOTAL INFORMATION

A. General Anecdotal Comments

B. User Problems of Awareness

C. Users of Information Analysis Products

D. Users of Hard Copy

E. Users of Microfiche

F. Users of Thesaurus of ERIC Descriptors

G. Users of RIE and/or CIJE

H. Inadequacies of RIE
   1. Coverage of Subjects
   2. Citation Information
   3. Quality of Abstracts
   4. Physical Arrangement or Location of Bibliographic Items or Sections
   5. Quality of Indexing

I. Inadequacies of CIJE
   1. Coverage of Subjects
   2. Citation Information
   3. Quality of Abstracts
   4. Physical Arrangement or Location of Bibliographic Items or Sections
   5. Quality of Indexing

J. Specific Comments or Suggestions on Total ERIC Microfiche System

K. Types of Research Conducted by Questionnaire Respondents

Chapter 4

ANECDOTAL INFORMATION RESULTING FROM QUESTIONNAIRES

This chapter contains fully reported anecdotal information derived from responses to 12 open-ended questions in the 5 questionnaires utilized by the ERIC study. The open-ended questions, which are stated at the beginning of each section, invited comments and suggestions from questionnaire respondents. The actual individual responses have been drawn from the questionnaire and organized into list fashion so that any unique response not listed in the summaries may be considered. These lists follow the statement of the question and the summary.

The following list provides the reference for A through G of the anecdotal responses on the following pages (pages 3-15). Other anecdotal information included in sections H through K (pages 16-32) refer to open-ended questions at the beginning of each section.

a. Research in Education (RIE)
b. Accumulated Indexes for RIE
c. Current Index to Journals in Education (CIJE)
d. Clearinghouse: Newsletters
e. Interpretative Summaries
f. Research Reviews
g. Bibliographies
h. Pacesetters in Innovation
i. Catalog of Selected Documents on the Disadvantaged
j. Selected Documents in Higher Education
k. Hard Copy Documents
l. ERIC microfiche
m. Thesaurus of ERIC Descriptors
n. Manpower Research Inventory
o. OE Research Reports

ERIC Magnetic Tape Data Bases:

p. RIE
q. CIJE

A. General

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. Most comments were generally favorable to the ERIC system.
2. Well-organized and useful for research.
3. Contains material nearly impossible to locate in other sources.
4. Some difficulty in unfamiliarity with the system.

Quotations:

1. Put (h) and (1) in one system.
2. Excellent.
3. I have been very pleased with services I have used.
4. Received special assistance on a bibliography for Construction Industry--the service was excellent.
5. I think that in the field of research in education it was most helpful and informative.
6. ERIC is a most useful addition to any library.
7. I do not feel that a subject has been researched unless it has been investigated under the pertinent descripters in ERIC.

8. All marked (a., h., l., m) are very valuable.

9. ERIC is an excellent source for professional improvement in the field of education.

10. Very helpful in finding materials for Special Ed. class. Without ERIC System I have no idea of how I would find materials.

11. From the little I've used, I find them the most helpful. I go to ERIC before anything else.

12. Once you know the organization of the material, the services are easy to use.

13. All excellent.

14. I am very satisfied with the above products and services. Lack of time prevents my use of all the available services.

15. Everything used has been very useful.

16. Time saving in research.

17. This is my first time to use ERIC.

18. I am not really familiar with most of them but I would assume they would be of some use.

19. I just learned about the ERIC system. Therefore, I haven't really had time to utilize any ERIC products.

20. ERIC/CRIER in our area most adequate.

21. Have been acquainted with ERIC only in past three months, therefore I am only familiar with facilities at the clearinghouse in Washington and Stanford. Have made effective use of RIE and microfiche.

22. The Research In Education and microfiche material from retrieval dissemination center has been very helpful.

23. Seems adequate for drop-in center.

24. All ERIC products and services are difficult for the occasional user.

25. Very useful in obtaining helpful and/or related topics.

26. Very useful.

27. I find them very useful and informative and seem to limit my time in researching.

28. ERIC material has been very useful.

29. Very useful. Easy accessibility. Centrally located. Easily researched.

30. Highly useful to me. I like it the way it is.

31. The way ERIC is set up, I have no trouble in finding material of my interest.

32. Not used sufficiently to properly evaluate; but found that which was used to be excellent.

33. ERIC Documents provide a quick method of research on many topics. It would be virtually impossible to do the same amount of research in the same time span. It's very important in the research area for Master's and Doctor's candidates.

34. In my opinion, all the products and services listed above are of excellent quality and are essential to those students wishing to do research in the most efficient manner. I use the library more frequently now that I have become acquainted with the ERIC system.

35. This area has proven of value in research work and in the preparation of proposals to school depts.

36. I have just recently been introduced to ERIC system and am quite excited about all the marvelous material available to me. A tremendous amount of research is available for the looking! I am interested in Special Education and ERIC has much information on all areas and aspects of Special Ed. I plan to use ERIC for browsing as well as research.

37. I feel it is very easy to use and is kept up to date. It is very effective in research.

38. Factual current information, but often hard to read through.

39. Would like increased availability of all circled items: d,e,f,g,k,o,p,q.

40. i. and j. (rated 5) are of no use because their indexes (that is, the subject-author-institution access to the collections are terrible. Index to the higher ed. collection is worse than useless. Use of disadvantaged collection may increase now that indexing is available in CCM's recent RIE 1966-1969 cumulative vols.

41. That some of it is of no value and therefore the students wasted too much time going through the available material. Should <u>be more selective</u>. The term disadvantaged, by the way, is <u>racist</u>. How many Chicanos are on the ERIC Clearinghouse Staff at the University of Illinois?

42. I have never used ERIC products or services but in helping others to find a subject in the ERIC indexes and then on the microfiche, I find they appear to be pleased with the subject content. In filing, I have named some interesting topics which I hope to investigate someday.

43. Compatibility of program units--utility.

44. a) that monthly abstracts be more consistent from document to document
    b) that accumulated indexes be numerically arranged under each topic before 1968
    c) that hard copy duplication be of better quality
    d) that information on reading of each microfiche document be more consistent as to information included (some each publisher or publication date)

45. So much literature in the field of Higher Education in the last three years, it would be helpful to have a separate cumulative index to it.

46. The above items were very useful when they were available to me on campus during the summer school sessions but they are not available to me when I am not enrolled in any college courses.

47. Very useful in development of undergraduate courses in Voc. Tech. Education.

48. Research is current, clearly stated and meaningful.

49. Our regional research office here in Dallas maintains all of the above items for use by our staff and the public except magnetic tape files and hard copy service other than a microprinter.

50. I wasn't certain about some of the above listings. I may have seen them without being aware of the names. ERIC materials are by far the best organized and most useful for research.

B. User Problems of Awareness

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. System is too complex to use efficiently without some kind of orientation.

2. Clearinghouse information needs to be made more available to the user.

3. There is a need to reach more potential users of ERIC products and services through wider dissemination of the knowledge of its availability.

Quotations:

1. I have not worked with them enough to come to a conclusion.

2. (a) Used frequently; (m) requires a thorough orientation; (p) need better access to the tape search.

3. I'm not sure I fully understand the breadth and depth of all ERIC publication. I strongly recommend that every University or College of Education organize a short workshop designed to educate faculty members about ERIC.

4. (d) I so infrequently get to see Newsletters that they are of little use. (g) Bibliographies are very valuable to the researcher; (a) RIE is a must for the educational researcher.

5. How do I find out about h, p, and q?

6. Excellent Ed. Abstract File.

7. Unable to find specific references to topic of Substitute Teachers--not in Thesaurus. System rather complex for occasional users.

8. Rather complex for occasional users.

9. Suggest publication of information newsletter for distribution to in-house users to appraise them of different "facets" of ERIC publication.

10. I was recently introduced to the ERIC system and cannot give a valid written opinion of this service. I haven't used it often enough, or been exposed to it for any period of time. From my limited exposure, however, it appears to be something I will use in the future.

11. In Freshman English courses the use of ERIC products should have been more thoroughly reached.

12. This is my first attempt to use these materials.

13. First time using collection -- would like to come to further conclusions after using collection more.

14. Haven't used them to that extent that I could voice comment.

15. I feel I'm pretty dumb about most of the information available. The material available that I know of is very useful.

16. I have to use these books more before I can answer this.

17. I cannot rate these products because I am only just beginning to learn about them and have not had occasion to use them.

18. I have not had a great deal of experience in using ERIC materials but those circled I have found very useful and helpful: (a), (b), (c), (1), (m), (n).

19. Have just been introduced to ERIC this quarter -- will find it useful in the future.

20. Should be much more widely publicized to college students as they could be very helpful for them in papers and supplementary study.

21. They are not well-known among teachers.

22. Have not used enough to do so.

23. I am just returning to school--have just recently learned of the ERIC publications; they seem very valuable, but I have not had the opportunity to make use of them.

24. Clearinghouse information be made more available.

25. (d), (e), (f), (g)--wider dissemination.

26. Needs greater publicity in colleges and universities.

27. I have only been briefly introduced to the above products and services. I have never actually used them. However, from my brief introduction, it seems that they are quite complicated compared to something like Education Index and would require quite a bit of use before one could be confident that he was looking in the right places for the information he wanted.

28. I have only recently been introduced to some of the material. I haven't had the opportunity to really make use of it at this time.

29. I am just being introduced to some of the ERIC materials and therefore am not fully qualified to evaluate <u>all</u> of the program.

30. Publicize items h & n to a greater degree.

31. Wasn't informed of existence of anything other than RIE until this questionnaire.

32. (d), (e), (f) -- Maybe I should know when they are due --but it seems to me that they just appear occasionally!

33. (1) A single, yet simple explanatory folder showing ALL the ERIC materials would be extremely beneficial. (2) How do we know what we are missing if we don't know what is produced? (3) One folder taking out the mystery and hocuspocus of symbols, etc., is mandatory. (4) What do all numbers mean? etc.

35. I am not familiar with many.

36. The public is not aware of the availability of this service. Needs wider distribution and dissemination.

37. Need a broader "How-to-Use-ERIC-Products" program.

38. Should be advertised more to potential users. My professor did not know about ERIC.

39. Personnel in library seemingly did not understand how to use. (Investigated and corrected by Librarian).

40. There has not been sufficient information on the use of these items. The availability of these items should be stressed in classes.

C. Users of Information Analysis Products

" What specific comments or suggestions do you have concerning the products & services listed above ? "

Quotations:

1. There are so many publications that I cannot keep track of which I have read and which I haven't.

2. (d) & (f) -- good way for me to keep up with what's happening.

3. The idea of making informative up-to-date material in simple digested form will improve attractability for users.

4. A master bibliography of bibliographies for all research.

5. More thorough reviews of the available literature to bring into focus in one place what is known for sure or what is being done about specialized facets of Education under each Clearinghouse Charter. More rapid response time, Prediction of service costs to Users of ERIC References and Hard Copy and Microfiche. Improvement of turn around cycle from request to receipt.

No Summary.

D. Users of Hard Copy

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. Hard copy delivery is often too slow.

2. Expense of hard copy is a factor.

Quotations:

1. Format is impractical for libraries--cut-out in cover is subject to tearing, wide pages do not fit well on standard shelves.

2. (1) Too costly to reproduce (hard cover); (2) Inaccessible; only one location for ERIC center; (3) Preference; would like to buy microfiche but machine is too expensive to purchase; (4) Greater variety of opposing viewpoints should be on microfiche; (5) Time saver in locating articles (especially most recent research); problem occurs on past research--not available.

3. Hard copy documents should be available in an easier manner. Returns to customers should be prompt.

4. Very useful but (a) small number of readers; (b) problems and expense of getting hard copies make it less useful than it might be.

5. Takes too long to be delivered after ordered.

6. Sometimes it seems as though delivery of film is slow.

7. I wish orders could be received soon. We have a 4-5 week delay.

8. The red tape and lack of cooperation from mail order source makes obtaining of hard copies unobtainable.

9. Print is too small on h.c. They cannot easily be recopied for distribution.

10. H.C. is too expensive for our budget. If catalog information included name of publication from which article was obtained, one could go to local library to Xerox from the journal in which published.

11. The products and services for the most part listed above are of tremendous use to me as an administrator and researcher. Cost to me in several cases for hard copy material has been prohibitive.

E. Users of Microfiche

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. Cost of readers prohibitive, need low-cost portables so that user is not tied to information center.

2. Reader not well designed for extended use.
   a. out of focus
   b. not comfortable

3. Microfiche printer should be more economical and efficient.

Quotations:

1. The microfiche reader discourages reading because of eyestrain.

2. I have run into microfiche printed vertically rather than horizontally. This should be corrected.

3. Subscription to ERIC RIE microfiche and accompanying materials (bibliographies, research reviews) on a yearly basis rather than per microfiche basis.

4. Need machines that keep focus and are easier to focus.

5. It would be fine if a portable microfiche reader in the range of $40.00 to $50.00 were available.

6. Disadvantage is that a user must stay in a library to carry out his research. Obviously, microfiche can't be taken home to be previewed--that is, unless you could design a cheap take-home previewer that could be checked out from the libraries!

7. It would be more convenient to users to have a more economical way to get print-outs of the microfiche material. Not only are the readers-printers very expensive but the cost of reproducing (paper and solution) is very expensive.

   It is not practical for a person to do all his research on a reader-printer-it is often necessary to make repeated references to material collected and therefore print-outs must be used.

8. Very useful, complete description of project.

9. Copying machine broken, and would have been exceedingly valuable; difficult to find portions on a particular microfiche leaf.

10. There is great need for more microfiche readers.

11. Microfiche--of outstanding value.

12. Microfiche have provided much valuable research material which would not be available from any other source.

13. Microfiche readers could stand redesigning as the screen is not all that comfortable to use.

14. It's hard to read microfiche if one wears bifocals.

15. That microfiche be clearer--some of them are extremely difficult to read, especially that put out by C.C.M.

16. Microfiche: machines are not good enough to make MC copies pleasant reading.

17. Cheaper means of photoduplication of materials on microfiche.

18. Microfiche useful for storage but difficult (often) to read and reproduce.

19. Why do you not send all the microfiche items listed in your indexes? Out of a list of 9 I wanted to view, only one had been sent. Thus, I feel hesitant to spend all the time "looking up," and will shy away from microfiche use.

20. The microfiche is very lovely since it can be obtained fairly easy and fast.

21. ERIC microfiche should be available at many more libraries throughout the state--too expensive for an individual to buy when doing extensive research and as yet I know of only 2 such library sources in Southern California.

22. It would be valuable to have CIJE in microfiche. If not possible to put all, maybe a selected number such as foreign journals and others. A semi-annual cumulative index would be most valuable and also quicker publication of the annual cumulative index.

23. Make the newer or most current microfiche available to library sooner. There is sometimes a three-month wait between the time you see an article you want to read on microfiche and the time the library has it available for you.

F. Users of ERIC Thesaurus

"What specific comments or suggestions do you have concerning the products and services listed above?

Summary:

No summary

Quotations:

1. The index is in the language of educators and the topics are easily located.

2. Descriptors are often too general or vague. I have to dig through too much unrelated material to find anything. Needs to be more selective.

3. Need better instruction on the use of the thesaurus.

4. Descriptors too general and not used uniformly by all clearinghouses.

5. Thesaurus of ERIC Descriptors (m) -- once learned could use but for new researcher must be quite difficult.

6. Most useful because geared to specific interests.

7. ERIC can be very useful for "searching the literature" and finding research material but must do a lot of looking under many descriptors.

8. I would suggest a less expansive use of descriptors--fewer descriptors so that most research will be facilitated.

G. Users of RIE and/or CIJE

"What specific comments or suggestions do you have concerning the products and services listed above?"

Summary:

1. Excellent for current educational materials
2. Difficult for new or occasional users to fully understand the system.

Quotations:

1. Major value is finding current items. Major criticism is finding so many "old" items. Minor criticism is finding so many books, etc., with summaries, but not available on microfiche, seems to be free public relations advertising for publisher or author.
2. Excellent method for identifying current educational materials.
3. I find RIE to be a vital part of my research and information-gathering tasks.
4. Annual Index is good.
5. Suggestion: More specifics relative to basic education.
6. On an occasional basis these have been somewhat useful; abstracts are important.
7. I find your materials to be excellently indexed and easy to use -- I'm speaking, however, from the standpoint of one who has used the source quite frequently -- It could be very difficult for a beginner to clearly understand your cataloging system.
8. Procedures are adequate, data collection system is extremely biased. No better than the human beings assigned to screen available materials. Many good researchers use more established channels for communicating results. In a list of available research documents made available to one clearinghouse, the two which were selected were the poorest of the group.
9. RIE and CIJE are your best.
10. Complicated to use various sections, nos., etc., until quite familiar with it.
11. Put everything possible into RIE (Plus CIJE) - one index best.
12. Drop the Disadvantaged and Manpower collections or combine with RIE as a non-collective. Reduce the garbage in RIE. CIJE is great!!!

13. In ordering a number of items which were not not available from ERIC, I discovered many to be out of print or not available from the source listed in RIE.

14. It would be helpful if indexing format was similar in ERIC Publications.

15. The Research Indexes are currently six months behind. I could use them much more if they were up to date.

16. The relationship of CIJE to ERIC is tenuous and therefore misleading. It seems to be a "gimmick" to stimulate sales by linking it with ERIC. The Education Index covers the same information.

17. Would be helpful if CIJE materials were available on microfiche like the ERIC microfiche using simple number system.

18. CIJE is still very confusing to the inexperienced user (especially when bound); the EP number and the two listings tend to baffle the uninitiated.

19. CIJE most helpful. A classification of research using identified instruments would be useful.

20. I only checked education because this is my first time handling this index and materials. It is a little more objective than other indexes and uses time in unnecessary pulling of articles.

21. For a current research project I found RIE extremely useful. I was able to get information on microfiche from RIE that I could find in no current periodical.

H. Inadequacies of RIE

"Please describe any inadequacies of RIE identified during your use in the past year.

(1) Coverage of subjects
(2) Citation information
(3) Quality of abstracts
(4) Physical arrangement or location of bibliographic items or sections.
(5) Quality of indexing

Summary:

1. Coverage of Subjects
   a. Descriptors too general
   b. Not selective in the quality of research included
   c. Many topics not included

2. Citation Information
   a. Not always consistent
   b. Not always accurate
   c. Adequate

3. Quality of Abstracts
   a. Too general
   b. May be misleading
   c. Evaluation included in abstract would be useful.

4. Physical arrangement
   a. Comments ranged from excellent to complicated.

5. Quality of Indexing
   a. More cross-referencing needed.
   b. Comments ranged from excellent and could not be better to poor.

Quotations:

(1) Coverage of subjects

1. Could be more specific in their specifics. Oftentimes generalizations used where specific items are needed.

2. Complete absence of information on the important area of concern (Career Ladders) because of failure to identify by the concept in the literature.

3. A large amount of poor or inadequate "research" in RIE (e.g., so called "evaluation" reports.

4. Everything is adequate.

5. Poor (due to incomplete filing at time).

6. Some pertinent subjects not included, or if included are under too general a descriptor.

7. Some things not available because of copyright restrictions although listed under ERIC number in catalog.

8. Does not cover enough professional or semi-professional journals.

9. Not selective.

10. Insufficient content on some subjects such as distributive education.

11. I just started using these about a year ago and have found them adequate.

12. It is annoying not to find items listed.

13. Some of the issues have arrived at our library after a rough ride through the U.S. Mail.

14. Needs to be constantly updated (i.e., Open Classroom Accountability, etc.).

15. Usually good but currently seeking "corporal punishment" research without success.

16. Not enough alternative schools. It is necessary to dig this kind information out of other sources.

17. I have used ERIC only in the areas of Child Development and Reading. The coverage for my level of work has been adequate.

18. Question: Is the Index selected or complete?

19. Many were for proposals rather than actual.

20. I have been very pleased--only wish we could connect up with other universities' ERIC systems by telecommunication and teleprint to expand our capabilities in all fields.

21. None.

22. Very sparse relative to Music Education.

23. Faster reproduction.

24. Some of the reports included appeared to contain very little hand information.

25. More needed in Physical Education

26. Coverage should be increased.

27. Subject too broad and even with Thesaurus it is difficult to know where your topic will be listed by subject.

28. Adequate.

29. Good coverage of library information, would like more.

30. Excellent.

31. Adequate.

32. Not used to significant extent.

33. Did not cover "Teaching in the Content Areas" adequately.

34. Adequate.

35. In higher education not all documents are available.

36. Not broad enough in scope.

37. Not broad in scope.

38. Seems to be little on humanistic psychology or education. J. of Humanistic page not available.

39. Fine.

40. Good coverage but limited in quality of what's reported.

41. In my area of Industrial Education I have found very little that was of help to me.

42. Excellent.

(2) Citation Information

43. Some don't hit the point.

44. None.

45. Not available information makes inconvenient for use a times.

46. Varies with reviewer--not always accurate.

47. Lacks consistency from document to document (some lack publisher or publication date).

48. None.

49. Dissertation not given "Jan Hardya Study." (--?)

50. Thorough.

51. Excellent.

52. Authors not given and this is important.

53. Partially adequate--more should be giver for layman who does not work with it every day.

54. Not used to significant extent.

55. Publication date often vague.

56. Should be more descriptors.

57. Hard copies should be better designated.

58. Usually adequate.

59. O.K.

60. Long, long sentences.

61. Adequate.

(3) Quality of Abstracts

62. Good to excellent.

63. Sometimes (indicate--promise) more than they have a potential for delivering.

64. Usually very good, some need to be brought "down to the layman's level."

65. Too general--not enough germ material.

66. None.

67. Occasionally misleading.

68. Not selective.

69. Many projects have been poorly written at the start and of course do not produce good research reports. The abstract give some indication.

70. Should include findings.

71. I am satisfied, but this varies with the reviewer.

72. Don't always contain enough information to tell me whether a document will be pertinent or valuable.

73. Lacks consistency from document to document (some to specific in one area and doesn't give overall view.)

74. More detail sometimes needed.

75. Very little--Mediocre in Music Education.

76. Hard to judge: who qualifies it?

77. Dissertation not given "Jan Hardyda Study."

78. Good.

79. Excellent.

80. Adequate.

81. Not used to significant extent.

82. Sometimes quite misleading--e.g., is article opinion/theory or report of experiment.

83. Very adequate to very good.

84. Usually very good.

85. Better measurable information--evaluations, etc.

86. Sometimes too general.

87. Could be better.

88. Adequate.

89. Some could be misleading.

(4) Physical arrangement or location of bibliographic items or sections

90. Excellent.

91. None.

92. It is difficult to locate information when one must first look up numbers and then locate the abstracts in different volumnes.

93. Accumulated indexes should be arranged numerically for easier pulling of filed microfiche.

94. Can be complicated.

95. Speech pathology: recategorize specific areas together.

96. Too difficult to find what you are looking for in a short time; description for numbers is too far removed from the number.

97. Awkward.

98. Highly satisfactory.

99. Adequate.

100. I feel that greater librarian assistance should be given to the student as to the arrangement of the microfiche entries in the drawers--non-catalogue. And demonstration of how to use machines should be given by library. The student should not be left as he is now totally on his own.

101. Adequate.

102. Information regarding how to use and background on ERIC should be centralized.

103. Should always be consistent in location but this is usually done.

104. Not uniform among publications.

105. O.K.

106. Good.

(5) Quality of Indexing

107. Excellent

108. Interrelationships between ERIC materials is weak. Learning what each contains and how to use it is a course in itself.

109. Quality o.k. But depth and variations required to accommodate variations in users is not.

110. Usually good but need more relevant descriptors.

111. None.

112. Sometimes misindexed.

113. Need more cross references, i.e., storage and retrieval subject area. Cite information about ERIC from magazines for researchers. How ERIC bridges the gap.

114. I think there should be more cross-indexing.

115. Use of guide numbers at top of page would make for easier search.

116. Somethingis wrong with Thesaurus. I must approach every subject obliquely.

117. As long as the subject index is available it is fine, but current terminology should be incorporated to make it more beneficial.

118. This needs much work.

119. I often feel that I'm missing documents because they aren't indexed as I would expect them to be.

120. Very uneven, often confusing. Thesaurus lends itself to vagueness.

121. Indexing could be more crucial in their selection of documents to be used under a certain topic.

122. Excellent.

123. Arrangement is good. Bindings of annuals and monthly indexes is very poor.

124. Difficult to find correct subjects used.

125. Loopholes--subject similar.

126. Could not be better.

127. Adequate.

128. Good.

129. Descriptors inadequate--can't seem to get to exact topic.

I. Inadequacies of CIJE

"Please describe any inadequacies of CIJE identified during your use in the past year.

(1) Coverage of subjects
(2) Citation information
(3) Quality of annotations
(4) Physical arrangement or location of bibliographic itmes or section
(5) Quality of indexing

Quotations:

(1) Coverage of Subjects

1. limited by quality of work
2. Journal of Humanistic Psych needed
3. adequate
4. awkward but adequate for Ed. majors
5. so changeable it is hard to rate
6. sparse in Music Education
7. needs better coverage of journals
8. annotations are most helpful
9. quite good
10. a few odd discrepancies occur

(2) Citation Information

11. not all the journals are provided with addresses
12. not followed through; cannot evaluate

(3) Quality of Annotations

13. very adequate to very good
14. usually too vague and general
15. each article should have a one line annotation (less than 50 words)
16. non-existant in too many cases
17. often far too vague to be helpful in determining whether the article is appropriate to your purposes

18. adequate and helpful

19. not consistently given; hence, not useful.

(4) Physical Arrangement or Location of Bibliographic items or sections

20. Adequate

21. not effective

22. can be complicated

23. fine

24. patrons find arrangement of CIJE very confusing -- format has changed too frequently -- too many codes and numbers.

(5) Quality of Indexing

25. complex

26. good

27. better than its source RIE

28. needs more consistency in its subject entries

29. needs much work

30. confusing and time consuming

31. does not provide for user variations

32. quite good

33. use of guide numbers at the top of each page (similar to Psch. Abstracts) would be helpful

No Summary

J. Microfiche System

"What specific comments or suggestions do you have concerning the ERIC microfiche system?

Summary:

1. Microfiche readers difficult to use.

2. More materials should be made available in microfiche.

3. Readers should be accessible in more diversified locations.

4. Better ways to produce hard copy should be developed.

5. Efficient system, good storage, useful tool, excellent source.

Quotations:

1. Excellent, but it seems rather unused at this university; not enough people know about it.

2. Wish all documents were available in microfiche copies!

3. Could be broadened.

4. Good-except not all microfiche items listed are sent. See my comments p. 1.

5. Quality of material low but system essential nevertheless.

6. Microfiche readers are not in general use, making the use of the fiche difficult.

7. The reduction size not uniform also type on some documents is either over sized or overcrowded making reading and printing difficult.

8. Filing system needed.

9. Great wonderful storage and up-to-date.

10. I have found some difficult to read because of the machine I used at Wichita St., possibly better machines.

11. Makes it easier to read.

12. It is very efficient and encourages one to do research with more curiosity, interest, and enthusiasm.

13. Its tiring on the eyes.

14. Be more selective of what is printed on microfiche.

15. Easier distribution--wider distribution of convenient order forms.

16. Index for each page on film would be helpful to assist reader when reading film. Some machines are so designed to pick up index and position pages faster for viewer.

17. Would appreciate more documents being available in this format.

18. Very good. A very useful research and reference tool.

19. Hard on eyes. Difficult to read. Some bibliographies are omitted.

20. Organize the fiche by interests within an educational domain. Make these collections available at reduced costs with a package that includes provisions for lease or purchase of a suitable portable reader at a reasonable cost.

21. If a document is not available it should have the abstract etc. on the fiche instead of the 3x5 cardboard declaring the document is not available.

22. Don't put all VT documents under a single ED number.

23. More machines and more time open to public in library.

24. Film "tabbed" so one can insert it properly.

25. On the whole, satisfactory. Some machines are easier to manipulate than others.

26. Useful for storage purposes but, depending upon the reader, often hard to read.

27. This is an efficient system.

28. Easily researched, located, used.

29. More selective.

30. LEASCO should <u>not</u> cut right sides of envelopes.

31. The microfiche should be clearer.

32. The system is excellent, but using it is extremely hard on the eyes.

33. More readers must be made available--put in public libraries if nothing else. A person is helpless without this reader.

34. It is too complicated.

35. Once you learn how to use it, it is simple and very useful.

36. Once you learn to read the code and use the reader, it is very useful.

37. If you know the code, it is useful.

38. Have a specialist teach the correct usage.

39. A book telling how to read the code would be most helpful.

40. Read the code.

41. Once you learn to read the code it's easy to use.

42. It is an excellent system to use in research.

43. It is an excellent and easy system to use.

44. Once you understand the code it is very useful.

45. Quick acession; uncomplicated; could improve readability.

46. I think it is most useful!

47. Readers should get less expensive and easier to handle.

48. It should be made available for public use on a larger scale.

49. Can't use the reader for any longer than about 20 minutes at a time--gives me terrible headaches.

50. Microfiche readers are cumbersome and require very high quality room illumination controls for comfortable usage. I find the reading very fatiguing for my eyes.

51. A compact system for storing large amounts of useful information.

52. Wearisome to read microfiche over extended time period.

53. Some fiche poor quality of printing.

54. Information quite good--readers leave somewhat to be desired.

55. Numbering system could be more meaningful.

56. I have only been able to use the microfiche reader when enrolled in college courses.

57. Make easier to read.

58. Have the system explained to all graduate students at the beginning of their programs.

59. I wish we had readers-printers available in the schools.

60. It is filled with a lot of garbage--though it is at least accessible.

61. Possibly have more viewers available.

62. The availability of reading machines that do not physically tire you are very few in number. Its difficult to read several microfiche during an evening.

63. With time and use the annual document compendium and monthlies become torn and dogeared, suggest a better binding.

64. Not current enough.

65. They are difficult to read and have to be used for short reading periods.

66. More readers should be provided for "after-hours" use and better "copy-making" equipment @ a lower cost per unit is needed.

67. Focus is usually bad. Must adjust as you read down page.

68. The old NCR system was good. LEASCO is not as good.

69. Should provide more readers for use by patron on check out arrangement.

70. The tables are too high and no arrangements for taking notes are

available except on your lap. They are hard on the neck.

71. Readers: difficult for eyes when reading, no space for notetaking.

72. Should have more readers and better means of printing a hard copy.

73. Difficult to locate portion you want in a series.

74. Prefer hard cover copies coming out--can't photocopy anything.

75. Aside from being rather expensive, it is excellent.

76. Some are difficult to read.

77. Easier to use catalogue.

78. Copy wasn't available when needed. No one seemed to know where I could secure copy when I made inquiry.

79. Would be easier to read if it would approximate the size of a printed page.

80. Excellent except that entire microfiche page cannot be in focus at once.

81. Readers should be kept in constant repair.

82. Bigger print. Some are too hard to read.

83. Its just simply hard to read a whole document of fiche--hard on eyes.

84. Quick, easy to find selections; but brief write-ups of article are not specific enough. I often find article put in on the screen and discover that it is not at all close to what I want.

85. I think it is a very easy way of finding information quickly without looking through pages of a magazine or pamphlet.

86. Availability of a reader on campuses even in D.C. area would be beneficial.

87. Good--but all listings are not available.

88. Some microfiche are difficult to read because of blurring--are carbons photocopied at times?

89. There never seem to be the articles I need.

90. Very difficult to get hard copies from microfiche.

91. Very good.

92. Make reader-printers more economical and the systems of reproducing print-outs more economical.

93. This is a valuable supplementary collection of material in the library where it is housed.

94. Can't take the material home to preview--thus must spend more time at the library.

95. Quality of one of 2 available readers makes its usefulness marginal.

96. Portable readers should be available.

97. It is good--need a cheaper way of printing copy from M-F.

98. I found them to be clear on some occasion and not so clear on other.

99. More copying machines.

100. Is there a way to keep titles running to 2 or more cards together?

101. Delete articles not available on microfiche.

102. Disseminate all microfiche copy to ERIC/CRIER satellite centers--not just the bibliographies.

103. Microfiche do not always fit the readers available.

104. Better readers--and in-service program on its use by all staff of BAVTE.

105. None.

106. It brings together a wealth of information that is easy to use and locate.

107. It brings together a wealth of information that is easy to use and locate.

108. None.

109. Some of the microfiche are most difficult to read--copy is very poor.

110. Just that the machines sometimes require hand pressure constantly to be able to view clearly.

111. To be made more readily available and possibility of purchasing a reader at inexpensive cost.

112. Wish we had a reader in our office or I had a portable one-also wish that we had an easy way to order microfiche copies.

113. Microfiche copier at state department of education and free copies by request.

114. More readers of the highest quality would certainly improve services to readers. Some--indeed most--of the readers are poorly designed for extensive reading.

115. Uncomfortable to read by the microfiche reader.

116. Its useable but for extended work I prefer microfilm.

117. A microfiche loan system would be helpful.

118. Design better reader equipment.

119. Some of the hardware can be improved. I wear bifocal glasses. I know the machine can be more accommodating to my eyes.

120. Good gimmick--makes one feel modern to use it. Storage is superior.

121. It is difficult to read a negative copy+white on black.

122. Excellent source of current program data.

123. Difficult for classroom teachers to get to and use.

124. More readers to accommodate more teachers on work premises.

125. More microfiche readers should be made available. At times, it's difficult to have access to it.

126. They could be written more concisely.

127. Saves me considerable time,especially since printouts are also here for 15¢ a sheet.

K. Research Conducted by Questionnaire Respondants

"Identify the kind of study in basic or applied research which you have conducted during the past five years."

Summary:

No summary

Quotations

1. Computer assisted instruction in spelling; tryout of teacher directed spelling using consumable materials.

2. Alternate strategies to remediation of reading problems, parent-assisted learning, development and evaluation of cross-cultural social studies materials, instructional management of education.

3. Program evaluation, evaluation design, and forecasting needs.

4. Media, teacher inservice: drugs, special education, Dr. Education, ABE.

5. Remedial Van application for reading diagnostic services.

6. Success of registered students, a longitudinal study.

7. In process of formulating study now.

8. Feasibility study of educational cooperatives.

9. Sociological research in education.

10. Evaluation of LSCA Title I for USOE; Several studies for NSF on Information Systems.

11. Survey research (1) in social studies education; (2) educational innovation.

12. Masters Thesis on discrimination training in learning Spanish.

13. A descriptive, qualitative, phenomenological, humanistic, psychological study.

14. Language experience reading instruction research.

15. Reading tutor training-model research and development.

16. By reviewing research proposals in vocational and technical education.

17. To develop programs for "disadvantaged" junior college students - OEO grant.

18. Research in innovative educational programs, testing, reading programs, urban school programs.

19. Evaluation of reading project, teacher monitoring systems.

20. Participated in evaluating empirically the high-school equivalency program at Washington State University, to detect latent racism of student body.

VOLUME III - Chapter 5

BACKGROUND

ERIC Clearinghouses: Brief Scope Notes
Location of ERIC Microfiche Collections
Glossary of ERIC Terms
Bibliography

Chapter 5

ERIC CLEARINGHOUSES: BRIEF SCOPE NOTES *

ERIC Clearinghouse on Adult Education
Syracuse University
107 Roney Lane
Syracuse, New York 13210
Telephone: (315) 476-5541 X 3493

Adult education in public schools, colleges, and universities; activities carried on by national or community voluntary and service agencies; all areas of inservice training; fundamental and literary education for adults; correspondence study; continuing education in the professions.

ERIC Clearinghouse on Counseling and Personnel Services
Information Center
611 Church Street, Room 3056
Ann Arbor, Michigan 48104
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on Early Childhood Education
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators, tasks, and processes of administration; methods and varieties or organization, organizational change, and social context of the organization.

Source: ERIC Central, June 1971.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on Educational Media and Technology
Institute for Communication Research
Cypress Hall, Stanford University
Stanford, California 94305
Telephone: (415) 321-2300 X 3345

Individualized instruction, systems approaches, film, television, radio, programmed instruction, computers in education, and miscellaneous audiovisual means of teaching. Technology in instruction and technology in society when clearly relevant to education.

ERIC Clearinghouse on Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway
Suite 900
Arlington, Virginia 22202
Telephone: (703) 521-8820

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities, and the gifted; behavioral, psychomotor, and communication disorders, administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; general studies on creativity.

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research, Federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

ERIC Clearinghouse for Junior Colleges
Room 96, Powell Library
University of California
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of public and private

community junior colleges. Junior college students, staff, curriculums, programs, libraries, and community services.

ERIC Clearinghouse on Languages and Linguistics
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011
Telephone: (202) 691-3200

Languages and linguistics. Instructional methodology, psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly and uncommonly taught languages including English for speakers of other languages.

ERIC Clearinghouse on Library and Information Sciences
American Society for Information Science
1140 Connecticut Avenue, N.W.
Suite 804
Washington, D.C. 20036
Telephone: (202) 659-3778

Various detailed aspects of information retrieval, library and information processing, library and information sciences, library services, library and information systems, information utilization, publishing industry, terminology, library facilities and information centers, library materials and equipment, librarian and information science personnel, library organizations, and library education.

ERIC Clearinghouse on Reading
200 Pine Hall
School of Education
Indiana University
Bloomington, Indiana 47401
Telephone: (812) 337-9101

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on Rural Education and Small Schools
Box 3 AP
New Mexico State University
Las Cruces, New Mexico 88001
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish

Americans, and migratory farm workers and their children; outdoor education; economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged or fural and small school populations.

ERIC Clearinghouse on Science and Mathematics Education
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221
Telèphone: (614) 422-6717

All levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for Social Science Education
University of Colorado
970 Aurora Avenue
Boulder, Colorado 80302
Telephone: (303) 443-2211 X8434

All levels of social studies and social science; all activities relating to teachers; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; social studies/social science and the community.

ERIC Clearinghouse on Teacher Education
One Dupont Circle
Suite 616
Washington, D.C. 20036
Telephone: (202) 293-7280

School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; general education not specifically covered by Educational Management Clearinghouse; Title XI NDEA Institutes not covered by subject specialty in other ERIC Clearinghouses.

ERIC Clearinghouse on the Teaching of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Skills of English, including speaking, listening, writing, and reading (as it relates to English instruction); content of English, including composition, literature, and linguistics; methodology of English teaching; speech and public speaking; teaching of English at all levels; preparation of English teachers;

preparation of specialists in English education and teaching of English; teaching of English to speakers of nonstandard dialects.

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540
Telephone: (609) 921-9000 X 2691

Tests and other measurement devices; evaluation procedures and techniques; application of tests, measurement, or evaluation in educational projects or programs.

ERIC Clearinghouse on the Disadvantaged
Information Retrieval Center on the Disadvantaged
Teachers College
Columbia University
Box 40
525 West 120th Street
New York, New York 10027
Telephone: (212) 870-4808

Effects of disadvantaged experiences and environments, from birth onward; academic, intellectual, and social performance of disadvantaged children and youth from grade 3 through college entrance; programs and practices which provide learning experiences designed to compensate for special problems of disadvantaged; issues, programs, and practices related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

ERIC Clearinghouse on Vocational and Technical Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, subprofessional fields, industrial arts education, manpower economics, occupational psychology, occupational sociology, and all matters related to the foregoing.

Location of ERIC Microfiche Collections

November 1, 1971

ALABAMA

2) Ralph Brown Draughon Library
Auburn University
Auburn 36830

1) University of Alabama in Birmingham
College of General Studies Library
1919 Seventh Avenue, South
Birmingham 35233

1) Ramona Wood Library
Jacksonville State University
Jacksonville 36265

1) Julia Tutwiler Library
Livingston University
Livingston 35470

1) University of South Alabama Library
307 Gaillard Drive
Mobile 36688

3) Troy State University Library
Troy 36081

2) College of Education Library
University of Alabama
University 35486

ALASKA

1) University of Alaska Library
College 99701

ARIZONA

1) Northern Arizona University
Flagstaff 86001

1) Arizona State University Library
Tempe 85281

1) Pima College
Tucson 85543

2) University of Arizona Library
Tucson 85721

ARKANSAS

1) Riley Library
Ouachita Baptist University
Arkadelphia 71923

1) University of Arkansas Library
Reference Department
Fayetteville 72701

3) Arkansas Polytechnic College Library
Russellville 72801

1) Dean B. Ellis Library
Arkansas State University
State University 72467

CALIFORNIA

3) Far West Laboratory for Educational
Research and Development-Library
2180 Milvia Street
Berkeley 94705

1) Chico State College Library
Chico 95926

1) Honnold Library
Government Publications
Claremont 91711

3) California State College Library
1000 East Victoria Street
Dominquez Hills 90246

2) Fresno State College Library
Fresno 93710

1) California State College at
Fullerton, Library
800 North State College Boulevard
Fullerton 92631

1) Fullerton Junior College Library
321 East Chapman Avenue
Fullerton 92632

2) Southwest Regional Laboratory
for Education Research & Development
11300 La Cienega Boulevard
Inglewood 90304

3) University of California
Serials Acquisitions
The University Library
La Jolla 92037

1) Education and Curriculum
California State College Library
6101 E. 7th Street
Long Beach 90801

1) John F. Kennedy Memorial Library
California State College, Los Angeles
5175 State College Drive
Los Angeles 90032

1) Education Library
University of Southern California
University Park
Los Angeles 90007

1) ERIC Clearinghouse on Junior Colleges
University of California
Education-Psychology Library
Powell Library Building
Los Angeles 90024

1) San Fernando Valley State College
18111 Nordhoff Street
Northridge 91324

2) Ambassador College Library
300 West Green Street
Pasadena 91105

1) Contra-Cost County
Department of Education
75 Santa Barbara Road
Pleasant Hill 94523

1) California State Polytechnic
College, Reference Library
Pomona 91766

2) San Mateo County Information and
Library Resources Dissemination Center
Office of Education
590 Hamilton Street
Redwood City 94063

3) University of California Library
Government Publications Dept.
Riverside 92507

1) Sonoma State College Library
1801 East Cotati Avenue
Rohnert Park 95928

1) California State Department of
Education, Bureau of Program
Planning and Research
721 Capitol Mall (Room 455)
Sacramento 95814

1) Sacramento State College Library
6000 J Street
Sacramento 95819

AVAILABILITY CODE:
1) Collection open to public
2) Collection limited to organizational use only
3) Information not available

2) San Diego County Department
of Education
6401 Linda Vista Road
San Diego 92111

2) Education Resource Center
San Diego State College Library
5402 College Avenue
San Diego 92115

3) U.S. International University
Elliott Campus Library
8655 Pomerado Road
San Diego 92124

1) Education Library
San Francisco State College
1630 Holloway Avenue
San Francisco 94132

1) U.S. Office of Education/DHEW
Federal Office Building
50 Fulton Street
San Francisco 94102

1) College Library
California State Polytechnic College
San Luis Obispo 93401

1) University of California Library
Santa Barbara 93106

1) University of Pacific Library
Stockton 95204

1) ERIC Clearinghouse on Educational
Media and Technology
Institute for Communication Research
Stanford University
Stanford 94305

COLORADO

1) ERIC Clearinghouse for Social Studies/
Social Science Education
University of Colorado
970 Aurora Avenue
Boulder 80302

1) Information Retrieval Center
North Colorado Education BOCES
1750 30th Street, Suite 48
Boulder 80301

1) Education Library
University of Colorado
Boulder 80302

1) University of Denver Library
University Park
Denver 80210

1) U.S. Office of Education, Region VIII
9017 Federal Office Building
19 and Stout Streets
Denver 80202

1) University of Northern Colorado Library
Greeley 80631

3) Western State College
Gunnison 81230

CONNECTICUT

3) University of Bridgeport Library
Bridgeport 06602

3) H.C. Buley Library
Southern Connecticut State College
501 Crescent Street
New Haven 06515

3) Area Cooperative Educational
Services
Village Street
North Haven 06473

1) Wilbur Cross Library
University of Connecticut
Storrs 06268

DELAWARE

1) Departmental Library
State Department of Public Instruction
John G. Townsend Building
Dover 19901

DISTRICT OF COLUMBIA

1) American University Library
Massachusetts & Nebraska Ave., NW.
Washington 20016

1) Mullen Library - Room 203A
Catholic University of America
Washington 20017

3) District of Columbia Public Schools
412 12th Street, NW., Suite 1013
Washington 20004

1) D.C. Teachers College Library
1100 Harvard Street, NW.
Washington 20009

1) Educational Materials Center
Federal City College
425 Second Street, NW.
Mailing address:
U.S. Office of Education
Washington 20202

1) Center for Applied Linguistics
1717 Massachusetts Avenue, NW.
Washington 20036

1) ERIC Clearinghouse on Higher Education
One Dupont Circle, Suite 630
Washington 20036

1) ERIC Clearinghouse on Library
and Information Sciences
1440 Connecticut Avenue, NW.
Washington 20036

1) ERIC Clearinghouse on Teacher Education
One Dupont Circle
Washington 20006

1) Library of Congress
Microfilm Reading Room (Deck 38)
Washington 20540

1) National Education Association
NEA Staff Library - Room 527
1201 16th Street, NW.
Washington 20036

3) National Reading Center
1776 Massachusetts Ave., NW.
Washington 20036

2) U.S. Dept. of Health, Education, and
Welfare - Department Library
Room 1436 North Building
330 Independence Avenue, SW.
Washington 20201

2) U.S. Office of Education/DHEW
Bureau of Adult, Vocational, and
Technical Education
GSA Regional Office Building
7th and D Streets, SW.
Washington 20202

1) U.S. Office of Education/DHEW
Educational Reference Center
400 Maryland Avenue - Library
Washington 20202

FLORIDA

1) Florida Atlantic University Library
Boca Raton 33432

2) Otto G. Richter Library
University of Miami
Coral Gables 33124

1) Professional Library
Board of Public Instruction of
Broward County
1320 S.W. 4th Street
Fort Lauderdale 33310

3) Indian River Community College Library
South 35th St. and Cortez Blvd.
Fort Pierce 33450

1) Education Library
University of Florida
341 Norman Hall
Gainesville 32601

3) Dade County Public Schools
Professional Library
1410 NE. 2nd Avenue
Room 800
Miami 33132

1) Florida International University
Tamiami Trail
Miami 33144

1) Professional Library
Marion County Public School System
406 SE Alvarez Avenue
Ocala 32670

1) Florida Technogical University
Library
Orlando 32816

3) University of West Florida
Library Building
Pensacola 32504

1) Documents-Map Division
Florida State University Library
Tallahassee 32306

1) Florida Educational Resources
Information Center, Division of
Vocational, Technical and Adult
Education
Knott Building - Room 258
Tallahassee 32304

1) University of South Florida
Tampa 33620

GEORGIA

1) Albany Junior College Library
2400 Gillionville Road
Albany 31705

1) Main Library
University of Georgia
Athens 30601

2) Augusta College Library
2500 Walton Way
Augusta 30904

3) Department of Education
156 Trinity Ave. SW. Room 318
Atlanta 30300

1) U.S. Office of Education, Region IV
50 Seventh Street, NE. - Room 404
Atlanta 30323

1) West Georgia College
Sanford Library
Carrollton 30117

3) North Georgia College Library
Dahlonega 30533

2) Savannah State College
Savannah 31404

2) Georgia Southern College Library
Statesboro 30458

1) Richard H. Powell Library
Valdosta State College
Valdosta 31601

HAWAII

1) Hamilton Library
University of Hawaii
2550 The Mall
Honolulu 96822

3) Honolulu Community College
874 Dillingham Blvd.
Honolulu 96817

1) Ralph E. Woolley Library
The Church College of Hawaii
Laie 96762

IDAHO

1) Professional Library
Idaho State Department of Education
200 State Office Building
Boise 83702

ILLINOIS

1) Education-Psychology Library
Southern Illinois University
Carbondale 62901

1) Booth Library
Eastern Illinois University
Charleston 61920

1) Northeastern Illinois State
College Library
Bryn Mawr at St. Louis Avenue
Chicago 60625

1) U.S. Office of Education, Region V
226 W. Jackson Blvd., Room 406
Chicago 60606

3) University of Illinois at Chicago
Circle Library
Chicago 60680

1) University of Chicago Library
Chicago 60637

1) Swen Parson Library
Northern Illinois University
DeKalb 60115

3) Lovejoy Library
Southern Illinois University
Edwardsville 62025

1) Northwestern University Library
Evanston 60201

1) Memorial Library
Western Illinois University
Macomb 61455

1) Milner Library
Illinois State University
Normal 61761

3) Governors State University Library
Park Forest South 60466

2) Cullom-Davis Library
Bradley University
1501 West Bradley Avenue
Peoria 61606

2) Klinck Memorial Library
Concordia Teachers College
7400 Augusta Street
River Forest 60305

1) Sangamon State University Library
Springfield 62703

1) Education and Social Science Library
University of Illinois
100 Library
Urbana 61801

1) ERIC Clearinghouse on Early
Childhood Education
University of Illinois
805 W. Pennsylvania Avenue
Urbana 61801

1) ERIC Clearinghouse on Teaching
of English
1111 Kenyon Road
Urbana 61801

INDIANA

1) ERIC Clearinghouse on Reading
200 Pine Hall
Indiana University
Bloomington 47401

1) School of Education, Education Library
Indiana University
Bloomington 47401

1) Saint Francis College Library
2701 Spring Street
Fort Wayne 46808

1) Phi Delta Kappa
School Research Information Service
8th and Union
Bloomington 47401

1) Purdue University Library
Lafayette 47907

1) Educational Resources Division
Ball State University Library
Muncie 47306

1) Memorial Library
University of Notre Dame
Social Studies Division
Notre Dame 46556

1) Indiana State University Library
Terre Haute 47809

IOWA

1) Iowa State University Library
Ames 50010

1) University of Northern Iowa Library
Cedar Falls 50613

1) Cowles Library
Drake University
28th and University
Des Moines 50311

3) Department of Public Instructions
Gremes State Office Bldg.
Des Moines 50319

2) American College Testing Program
Iowa City 52240

2) Education - Psychology Library
University of Iowa
Iowa City 52240

KANSAS

1) William Allen White Library
Kansas State Teachers College
Emporia 66801

3) Forsyth Library
Fort Hays Kansas State College
Hays 67601

1) Kansas State University Library
Education Division
Manhattan 66502

1) Educational Media Center
Johnson County Community College
57th and Merriam Drive
Shawnee Mission 66203

1) Wichita State University Library
Wichita 67208

KENTUCKY

1) Margie Helm Library
Western Kentucky University
Bowling Green 42101

1) Kentucky Department of Education
Library
State Office Building
Frankfort 40601

2) University of Kentucky
Education and Curriculum Library
205 Dickey Hall
Lexington 40506

1) University of Louisville Library
Louisville 40208

1) Johnson Camden Library
Morehead State University
Morehead 40351

1) Murray State University
Murray 42071

1) John Grant Crabbe Library
Eastern Kentucky University
Richmond 40478

LOUISIANA

1) Louisana State Department of Education
Office of Asst. Deputy for
Vocational Education
Baton Rouge 70804

3) Sims Memorial Library
Southeastern Louisiana University
Hammond 70401

1) Dupre Library
University of Southwestern Louisiana
Lafayette 70501

3) Louisiana State University in
New Orleans
Earl K. Long Library
Lake Front
New Orleans 70122

1) Sandel Library
Northeast Louisiana University
Monroe 71201

2) Polk Library
Francis T. Nicholls State University
Thibodaux 70301

MAINE

1) Planning & Evaluation Unit
ERIC Office
Maine Department of Education
Augusta 04330

Raymond H. Fogler Library
University of Maine
Orono 04473

MARYLAND

1) Loyola College Library
4501 North Charles Street
Baltimore 21210

1) Maryland State Department of Education
301 West Preston Street
Baltimore 21201

1) Albert S. Cook Library
Towson State College
Baltimore 21204

2) ERIC Processing and Reference Facility
4833 Rugby Avenue
Bethesda 20014

2) McKeldin Library
University of Maryland
College Park 20742

3) Montgomery County Public Schools
550 Stonestreet Avenue
Rockville 20850

3) Blackwell Library
Salisbury State College
Salisbury 21801

MASSACHUSETTS

1) University of Massachusetts Library
Amherst 01002

1) Boston Public Library
Boston 02117

3) Boston University
School of Education
765 Commonwealth Avenue
Boston 02215

1) Educational Reference Center
Massachusetts Department of Education
182 Tremont Street
Boston 02111

1) U.S. Office of Education/Region I
J. F. Kennedy Federal Building
Boston 02203

3) Maxwell Library
State College at Bridgewater
Bridgewater 02740

3) Massachusetts Board of Education
Southeast Regional Center
Buzzards Bay 02532

2) Harvard University
Graduate School of Education Library
Longfellow Hall, 13 Appian Way
Cambridge 02138

2) Merrimack Educational Center
101 Mill Road
Chelmsford 01824

1) Boston College Library
Chestnut Hill 02167

3) School Committee Supply Room
1216 Dorchester Avenue
Dorchester 02125

1) Fitchburg State College Library
Fitchburg 01420

3) Lowell State College Library
Rolfe Street
Lowell 01854

3) Education Development Center
55 Chapel Street
Newton 02160

3) Massachusetts Board of Education
Pittsfield Regional Center
Pittsfield 01202

3) Department of Library Services
Quincy Public Schools
Coddington Street
Quincy 02169

3) Massachusetts Board of Education
Northeast Regional Center
555 Chickering Road
North Andover 01845

3) Springfield College Library
Springfield 01109

3) Massachusetts Board of Education
Springfield Regional Education Center
2083 Roosevelt Avenue
Springfield 01104

3) Massachusetts Board of Education
Worcester Regional Center
Worcester 01600

MICHIGAN

1) Education Library
University of Michigan
Ann Arbor 48104

1) ERIC Clearinghouse on Counseling
and Personnel Services
The University of Michigan
School of Education Building, Room 2108
East University St.
Ann Arbor, Michigan 48104

1) University of Michigan
Dearborn Campus Library
4901 Evergreen Road
Dearborn 48128

2) Professional Library
1068 School Center Building
Detroit 48202

3) Professional Library
Detroit Public Schools
1032 School Center Building
Detroit 48202

1) Education Division
Wayne State University Library
Detroit 48202

1) Michigan State University Library
East Lansing 48823

1) Educational Resources Center
Western Michigan University
Kalamazoo 49001

1) Bureau of Library Services
Michigan Department of Education
735 E. Michigan Avenue
Lansing 48913

1) Oakland Schools Resource Center
2100 Pontiac Lake Road
Pontiac 48054

1) University Library
Eastern Michigan University
Ypsilanti 48197

MINNESOTA

1) Bemidji State College
Bemidji 56601

3) Memorial Library
Mankato State College
Mankato 56001

1) Education Library
University of Minnesota
Minneapolis 55455

2) Moorhead State College Library
Moorhead 56560

1) Learning Resources Services
St. Cloud State College
St. Cloud 56301

2) Maxwell Library
Winona State College
Winona 55987

MISSISSIPPI

2) W. B. Roberts Library
Delta State College
Cleveland 38732

1) University of Southern Mississippi
Library
Hattiesburg 39401

3) Mitchell Memorial Library
Mississippi State University
State College 39762

MISSOURI

1) University of Missouri Library
Columbia 65201

2) State Department of Education
Division of Public Schools
Jefferson Building - 7th Floor
Jefferson City 65101

1) Missouri Southern College Library
Newman and Duquesne Roads
Joplin 64801

1) Resource Center
Mid-Continent Regional
Education Laboratory
104 E. Independence Avenue
Kansas City 64106

1) U.S. Office of Education, Region VII
601 East 12th Street
Kansas City 64106

1) Pickler Memorial Library
Northeast Missouri State College
Kirksville 63501

1) Southwest Missouri State
College Library
Springfield 65802

1) Central Midwestern Regional
Educational Laboratory
10646 St. Charles Rock Road
St. Ann 63074

3) University of Missouri Library
St. Louis Campus
8001 Natural Bridge Road
St. Louis 63121

2) Audio Visual Department and Photo
Duplication Service Laboratory
Washington University
St. Louis 63130

1) Wards Edwards Library
Central Missouri State College
Warrensburg 64093

MONTANA

1) Eastern Montana College Library
Billings 59101

1) Northern Montana College Library
Havre 59501

NEBRASKA

3) Reta King Library
Chadron State College
Chadron 69227

1) Kearney State College Library
Kearney 68847

1) University of Nebraska Library
Lincoln 68508

2) Gene Eppley Library
University of Nebraska at Omaha
Omaha 68101

NEVADA

1) Nevada Southern University Library
Las Vegas 89109

1) University of Nevada Library
Reno 89507

NEW HAMPSHIRE

3) State Department of Education
64 North Main Street
Concord 03301

1) University of New Hampshire Library
Durham 03824

1) Herbert H. Lamson Library
Plymouth State College
Plymouth 03264

NEW JERSEY

1) Occupational Research and Development Center
Building 871, R.M.C.
Plainfield Avenue
Edison 08817

3) Savitz Library
Glassboro State College
Glassboro 08028

3) Jersey City State College
Forrest A. Erwin Library
2039 Kennedy Boulevard
Jersey City 07305

1) Government Publications Department
Rutgers University
New Brunswick 08901

1) Phillipsburg Free Public Library
Phillipsburg 08865

1) ERIC Clearinghouse on Tests
Measurement and Evaluation
Educational Testing Service
Princeton 08540

1) Monmouth County Library
Eastern Branch
N. J. Highway #35
Shrewsbury 07701

2) Roscoe L. West Library
Trenton State College
Pennington Road
Trenton 08625

2) Newark State College Library
Union 07083

1) Paterson State College Library
300 Pompton Road
Wayne 07470

NEW MEXICO

1) Zimmerman Library
University of New Mexico
Albuquerque 87106

3) Southwestern Cooperative
Education Laboratory
117 Richmond, N.E.
Albuquerque 87106

1) ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Las Cruces 88001

1) New Mexico State University Library
Las Cruces 88001

NEW YORK

1) State University of New York at Albany
1400 Washington Avenue
Albany 12203

1) New York State Library
Albany 12224

3) Board of Cooperative Educational
Services
6th South Street
Belmont 14813

1) Drake Memorial Library
State University College at Brockport
Brockport 14420

3) Brooklyn College Library of the
City University of New York
Brooklyn 11210

1) Edward H. Butler Library
State University College at Buffalo
1300 Elmwood Avenue
Buffalo 14222

1) Lockwood Memorial Library
State University of New York
at Buffalo
Buffalo 14214

1) Teaching Materials Center
Cornish Hall, D-206
State University of New York
Cortland 13045

2) Paul Klapper Library
Queens College
City University of New York
Flushing 11367

1) Reed Library
State University College
Fredonia 14063

2) Adelphi University Library
Garden City 11530

1) Milne Library
State University College
Geneseo 14454

1) C. W. Post College Library
Long Island University
Greenvale 11548

2) Hofstra University Library
Hempstead 11550

3) Albert R. Mann Library
Cornell University
Ithaca 14850

3) La Guardia Community College
Long Island City 11101

1) State University College Library
New Paltz 12561

3) Bank Street College of Education
610 W. 112th Street
New York 10025

1) Center for Urban Education Library
105 Madison Avenue
New York 10016

3) Baruch School Library
The City College
17 Lexington Avenue
New York 10010

1) City College Library of the
City University of New York
Convent Avenue at W. 135th Street
New York 10031

2) Fordham University Library
at Lincoln Center
Columbus Avenue and 60th Street
New York 10023

2) Graduate Studies Division Library
City University of New York
33 W. 42nd Street
New York 10036

1) ERIC Clearinghouse on Languages
and Linguistics
Modern Language Association of America
62 Fifth Avenue
New York 10011

1) Education Library
New York University
4 Washington Place
New York 10003

1) ERIC Information Retrieval Center
on the Disadvantaged
Teachers College
Columbia University
New York 10027

1) Teachers College Library
525 W. 120th Street
New York 10027

1) U.S. Office of Education, Region II
26 Federal Plaza, Room 1013
New York 10007

1) Penfield Library
State University of New York College
at Oswego
Oswego 13126

2) Suffolk County Regional Education
Center
20 Church Street
Patchogue 11772

3) State University of New York
College of Arts and Science
Plattsburg 12901

1) Frederick W. Crumb Memorial Library
State University College of New York
Potsdam 13676

2) Education Library
University of Rochester
Rochester 14627

1) Che-MAD-Her-On, Inc.
200 East Garden Street
Rome 13440

2) Northern Colorado Educational
Board of Cooperative Services
Essex Co. Area Educational Center
Mineville 12956

3) Richmond College Library
130 Stuyvesant Place
Staten Island 10301

1) State University of New York
at Stony Brook Library
Stony Brook 11790

3) Film Library
Board of Cooperative
Educational Services
145 College Road
Suffern 10901

1) Educational and Cultural Center
700 E. Water Street, Room 213
Syracuse 13210

1) ERIC Clearinghouse on Adult Education
107 Roney Lane
Syracuse 13210

1) Syracuse University Library
Carnegie Bldg., Room 210
Syracuse 13210

2) Nassau Regional Education
Resource Center
1196 Prospect Avenue
Westbury 11590

1) Board of Cooperative
Educational Services
845 Fox Meadow Road
Yorktown Heights 10598

3) U.S. Dept. of Schools
European Area
Professional Library
APO New York 09164

NORTH CAROLINA

1) Appalachian State University Library
Boone 28607

1) University of North Carolina Library
Chapel Hill 27514

1) Hunter Library
Western Carolina University
Cullowhee 28723

1) Learning Institute of North Carolina
1006 Lamond Avenue
Durham 27701

1) National Laboratory for
Higher Education
Mutual Plaza
Durham 27701

3) Walter C. Jackson Library
University of North Carolina
at Greensboro
Greensboro 27412

1) J. Y. Joyner Library
East Carolina University
Greenville 27834

1) D. H. Hill Library
North Carolina State University
Raleigh 27607

1) Research and Information Center
North Carolina State Department
of Public Instruction
Education Building, Room 252
Raleigh 27602

NORTH DAKOTA

1) Chester Fritz Library
University of North Dakota
Grand Forks 58201

OHIO

1) University of Akron Library
Akron 44304

3) Ohio University Library
Athens 45701

1) Bowling Green State University Library
Bowling Green 43403

3) Main Campus Library
University of Cincinnati
Cincinnati 45221

3) Cleveland State University Library
Euclid Avenue at E. 24th Street
Cleveland 44115

1) Ohio State Department of Education
Department of Research, Planning
and Development
781 Northwest Boulevard
Columbus 43212

1) ERIC Clearinghouse on Vocational
and Technical Education
The Ohio State University
1900 Kenny Road
Columbus 43210

1) ERIC Clearinghouse for Science,
Mathematics and Environmental Education
1460 West Lane Avenue, 2nd Floor
Columbus 43221

1) Education Library
Ohio State University
060 Arps Hall
1945 N. High Street
Columbus 43210

1) Wright State University Library
Serial Records Section
Colonel Glenn Highway
Dayton 45431

1) Kent State University Library
Kent 44242

2) Alumni Library
Miami University
Oxford 45056

1) University of Toledo Library
Toledo 43606

3) Central State University
Wilberforce 45384

1) Youngstown State University Library
410 Wick Avenue
Youngstown 44503

OKLAHOMA

3) East Central State College
Ada 74820

1) Acquisitions Department
Central State College Library
Edmond 73034

2) University of Oklahoma Library
401 W. Brooks, Room 130
Norman 73069

1) Oklahoma State University Library
Stillwater 74074

2) John Vaughn Library
Northeastern State College
Tahlequah 74464

1) Harwell Library
University of Tulsa
Tulsa 74104

1) Southwestern State College Library
Weatherford 73096

OREGON

1) Southern Oregon College Library
Ashland 97520

1) William Jasper Kerr Library
Oregon State University
Corvallis 97331

1) ERIC Clearinghouse on Educational Management
University of Oregon
Library - South Wing
Eugene 94703

1) Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. 2nd
Portland 97204

1) Portland State University Library
Portland 97207

2) Oregon State Library
State Library Building
Salem 97310

PENNSYLVANIA

3) Bloomsburg State College
College Library Department
Bloomsburg 17815

1) California State College Library
California 15419

3) Research and Information Services for Education
117 West Ridge Pike
Conshohocken 19428

2) Kemp Library
East Stroudsburg State College
East Stroudsburg 18301

2) Hamilton Library
Edinboro State College
Edinboro 16412

2) State Library of Pennsylvania
Education Building
Harrisburg 17126

1) Rhodes R. Stabley Library
Indiana University of Pennsylvania
Indiana 15701

2) Regional Resources Center of Eastern Pennsylvania for Special Education
443 S. Gulph Road
King of Prussia 19406

1) Kutztown State College
Kutztown 19530

2) Ganser Library
Millersville State College
Millersville 17551

1) Bucks County Community College Library
Swamp Road
Newton 18940

1) Samuel Paley Library
Temple University
Philadelphia 19122

1) Pedagogical Library
School District of Philadelphia
Parkway and 21st Street
Philadelphia 19103

1) Research for Better Schools
1700 Market Street, Suite 1700
Philadelphia 19103

1) U.S. Office of Education, Region III
401 North Broad Street
Philadelphia 19108

1) Hillman Library G-16
University of Pittsburgh
Pittsburgh 15213

2) Shippensburg State College Library
Shippensburg 17257

1) Maltby Library
Slippery Rock State College
Slippery Rock 16057

1) Pattee Library - 205
The Pennsylvania State University
University Park 16802

1) Documents Department
Francis Harvey Green Library
West Chester State College
West Chester 19380

1) Eugene Shedden Farley Library
Wilkes College
Wilkes-Barre 18703

RHODES ISLAND

3) University of Rhode Island Library
Kingston 02881

1) Rhode Island College Library
Providence 02908

SOUTH CAROLINA

2) Charleston County School District
67 Legare Street
Charleston 29401

1) Clemson University Library
Clemson 29631

1) South Carolina State Library
1500 Senate Drive
Columbia 29201

2) Dacus Library
Winthrop College
South Carolina College for Women
Rock Hill 29730

SOUTH DAKOTA

2) South Dakota State Library
322 South Fort Street
Pierre 57501

3) Southern State College Library
Springfield 57062

1) I. D. Weeks Library
University of South Dakota
Vermillion 57069

TENNESSEE

1) Jere Whitson Memorial Library
Tennessee Technological University
Cookeville 38501

3) University of Tennessee
Research Coordinating Unit
909 Mountcastle Street
Knoxville 37916

1) John Brister Library
Memphis State University
Memphis 38111

1) George Peabody College for Teachers, Library
Nashville 37203

TEXAS

2) Southwest Educational Development
Laboratory
800 Brazos Street
Austin 78701

3) Texas Education Agency
Resource Center Library
201 East 11th Street
Austin 78711

1) Education Psychology Library
OLB 200
University of Texas at Austin
Austin 78712

1) West Texas State University Library
Canyon 79015

1) Texas A & M University Library
College Station 77843

2) East Texas State University Library
Commerce 75428

1) U.S. Office of Education, Region VI
1114 Commerce Street
Dallas 75202

1) Special Materials Section
North Texas State University Library
N. T. Station
Denton 76203

1) Texas Woman's University Library
Box 3715, TWU Station
Denton 76201

2) Educational Service Center
Region XIX
6501-C Trowbridge
El Paso 79905

1) Pan American University Library
Edinburg 78539

1) Sam Houston State University
Huntsville 77340

1) Texas A & I University Library
Kingsville 78363

3) Texas A & I University at Laredo
Library
Laredo 78040

2) Texas Technological University Library
Lubbock 79409

3) Education Service Center
Region XVII
713 Citizens Tower
Lubbock 79401

2) Education Service Center
Region VIII
100 N. Riddle Street
Mount Pleasant 75455

3) Stephen F. Austin State College
1534 - Library
Nacogdoches 75961

1) Ector County Independent
School District
Curriculum Library
Odessa 79760

3) Education Service Center Region X
Richardson 75080

1) Our Lady of the Lake College
411 S.W. 24th Street
San Antonio 78207

2) Education Service Center
Region IX
2000 Harrison Street
Wichita Falls 76309

UTAH

1) Utah State University
Logan 84321

1) Weber State College
Ogden 84403

1) Brigham Young University Library
Provo 84601

1) Marriott's Library
University of Utah
Salt Lake City 84112

2) Technical Assistance Reference Center
Utah State Board of Education
1400 University Club Building
136 East South Temple
Salt Lake City 84111

VIRGINIA

3) Alexandria School Board
418 S. Washington Street
Alexandria 22313

3) T. C. Williams High School
33 King Street
Alexandria 22312

2) Arlington County Public Schools
Professional Library
1426 North Quincy Street
Arlington 22207

2) ERIC Clearinghouse on
Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway
Arlington 22202

1) Carol M. Newman Library
Virginia Polytechnic Institute and
State University
Blacksburg 24061

1) Adlerman Library
University of Virginia
Charlottesville 22903

1) Fairfax County Public School
Administration Building
10700 Page Avenue
Fairfax 22030

1) George Mason College of the
University of Virginia Library
Fairfax 22030

1) Johnston Memorial Library
Virginia State College
Petersburg 23803

2) Virginia Polytechnic Institute and
State University Extension Division
12100 Sunset Hills Road
Reston 22070

1) James Branch Cabell Library
Virginia Commonwealth University
901 Park Avenue
Richmond 23220

3) State Board of Education
1312 E. Grace Street
Richmond 23216

3) College of William and Mary
Earl Gregg Swem Library
Williamsburg 23185

WASHINGTON

1) Bellevue School District
310 102nd Avenue, NE.
Bellevue 98004

1) Education-Curriculum Division
Wilson Library
Western Washington State College
Bellingham 98225

1) Kennedy Library
Eastern Washington State College
Cheney 99004

1) Central Washington State
College Library
Ellensburg 98926

1) Office of Superintendent of
Public Instruction
Professional Curriculum Library
Old Capitol Building
Olympia 98501

1) U.S. Office of Education, Region X
Arcade Plaza Building
1321 Second Avenue
Seattle 98101

1) Social Sciences Reference Library
University of Washington Library
Seattle 98105

WEST VIRGINIA

1) Research and Evaluation Division
Appalachia Educational Laboratory, Inc.
Charleston 25325

2) West Virginia Research Coordinating
Unit on Vocational Education
Marshall University
Huntington 25701

1) West Virginia University Library
Downtown Campus
Morgantown 26506

WISCONSIN

3) William D. McIntryre Library
Wisconsin State University
EAU Claire 54701

1) Wisconsin Board of Vocational
and Technical and Adult Education
137 E. Wilson Street
Madison 53703

1) Instructional Materials Center
154 Education Building
University of Wisconsin
Madison 53706

1) Wisconsin Department of Public
Instruction
Professional Library
126 Langdon Street
Madison 53702

1) The Robert L. Pierce Library
Stout State University
Menomonie 54751

3) University of Wisconsin - Milwaukee
UWM Library
2311 East Hartford Avenue
Milwaukee 53201

1) Forrest R. Polk Library
Wisconsin State University - Oshkosh
Oshkosh 54901

1) Chalmer Davee Library
Wisconsin State University
River Falls 54022

1) Waukesha County Technical Institute
222 Maple Avenue
Waukesha 53186

1) Wisconsin State University
Whitewater 53190

WYOMING

1) Wyoming Research Coordinating Unit
State Department of Education
Capitol Building
Cheyenne 82001

AMERICAN SAMOA

3) Community College Office
Government of American Samoa
Pago Pago 96920

PUERTO RICO

1) Catholic University of Puerto Rico
Encarnacion Valdes Library
Ponce 00731

1) University of Puerto Rico
Biblioteca General
Rio Piedras 00931

AUSTRALIA

3) National Library of Australia
Canberra, A.C.T. 2600

1) Macquarie University Library
North Ryde
New South Wales 2113

CANADA

1) University Library
The University of Calgary
Calgary 44, Alberta

3) University of Alberta Library
Edmonton, Alberta

1) University of Lethbridge Library
Lethbridge, Alberta

1) Microform Division
University of British Columbia Library
Vancouver 8, British Columbia

3) Department of Education Library
Room 206
1181 Portage Avenue
Winnipeg 10, Manitoba

1) Education Library
The University of Manitoba
Winnipeg, Manitoba

2) Bibliotheque Champlain
Universite de Moncton
Moncton, New Brunswick

3) Memorial University of Newfoundland
Education Library
St. John's, Newfoundland

3) Douglas Library
Queen's University
Serials Department
Kingston, Ontario

2) Althouse College of Education
University of Western Ontario
Lawson Memorial Building
London 72, Ontario

1) Faculties and Psychology Library
University of Ottawa
Ottawa 2, Ontario

3) Education Centre
155 College Street
Toronto 28, Ontario

3) Ontario Institute for Studies in Education
252 Bloor Street, West
Toronto, Ontario

2) The F. W. Minkler Library
Education Administration Centre
Board of Education for the
Borough of North York
5050 Younge Street
Willowdale, Ontario

3) University of Saskatchewan
Acqusitions Department Library
Saskatoon, Saskatchewan

3) Sir George Williams University
Library
Montreal 25, Quebec

3) Department of Education
Bibliotheque de L'Univ. Du Quebec
1180 Rue Bleury, Montreal

3) University de Montreal, Bibliotheque
Montreal 101, Quebec

2) Bibliotheque Generale
University Laval
Ste-Foy, Quebec

3) University de Sherbrooke Bibliotheque
Sherbrooke, Quebec

DENMARK

1) Statens Paedagogiske Studiesamling
(The State Library of Pedagogics and
Child Psychology)
22 Frederiskberg Alle, DK 1820
Copenhagen V., Denmark

ENGLAND

1) National Lending Library for
Science and Technology
Boston SPA
Yorkshire, Great Britain

FRANCE

3) The Secretary General
Organization for Economic Cooperation
and Development
2, rue Andre Pascal
Paris

GERMANY

1) Padagogisches Zentrum Bibliothek
1 Berlin 31
Berliner Str. 40/41

SWEDEN

1) Statens Psykologisk-Pedagogiska
Bibliotek
104 35, Box 23099
Stockholm 23

PHILIPPINES

3) Manila University
Main Library
Manila

GLOSSARY OF ERIC TERMS*

1. ANNUAL INDEX - the RIE Annual Index cumulation of subject, author, institution, and cross reference indexes from the monthly issues. The CIJE Annual Cumulation includes complete citations as well as the indexes from the monthly issues.

2. CIJE - Current Index to Journals in Education.

3. CLASS - Current Awareness Literature Service

4. CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) - the companion volume to RIE which announces journal articles. CIJE uses the same indexing terms as RIE. When necessary articles are annotated for clarity.

5. DESCRIPTORS - authoritative terms which characterize the substantive content of a document and are used to index and search the ERIC system.

6. ED NUMBERS - primary identification numbers used to identify ERIC documents. Used to search the ERIC file and to order documents from EDRS.

7. EDRS - ERIC Document Reproduction Service which makes available in microfiche and hard copy most of the documents cited in RIE.

8. ERIC ACCESSION NUMBERS - assigned sequentially to documents at the clearinghouses as they are processed into the ERIC system. Preceded by clearinghouse prefix initials and used to identify individual clearinghouse input into RIE.

9. ERIC EDUCATIONAL DOCUMENTS INDEX - a subject and author index providing titles and ED numbers for RIE documents from November 1966 through December 1969. Includes both major and minor descriptors.

10. ERIC--EDUCATIONAL RESOURCES INFORMATION CENTER - a national information network for acquiring, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports, program descriptions, and other materials.

11. HC - hard copy, a full-size xerox reproduction.

12. IDENTIFIERS - additional identifying terms such as names of tests or institutions used to index documents in RIE and CIJE but which are not listed in the Thesaurus of ERIC Descriptors.

13. LEASCO INFORMATION PRODUCTS, INC. (LIPCO) - of Bethesda, Maryland - contractor to OE for EDRS and other central services.

14. MF - microfiche, a 4" x 6" sheet of film showing up to 70 images each representing an 8 1/2" x 11" sheet of paper. It is read in a microfiche

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*Adapted from ERIC User Notes: Occasional Letter No. 10

reader which enlarges the images.

15. MAJOR DESCRIPTORS - descriptors without an asterisk in each RIE entry indicating the major concepts of a document.

16. MINOR DESCRIPTORS - descriptors without an asterisk in each RIE entry indicating the less important concepts of a document.

17. NCEC - National Center for Educational Comminication, office in U.S.O.E. responsible for the ERIC system.

18. PREP - Putting Research into Educational Practice (reports).

19. QUERY - a computer program used to search the ERIC files.

20. RESEARCH IN EDUCATION (RIE) - a monthly abstract journal which announces new substantive reports in the field of education. It contains resumes highlighting the significance of each document, and indexes citing the contents by subject, author, institution, ED number, and CH assession number.

21. RIE - Research in Education, monthly abstract journal published by ERIC.

22. ROTATED DESCRIPTOR DISPLAY - a list of all descriptors in the ERIC Thesaurus with each element of each descriptor entered separately in alphabetical order but always entered along with the other elements of the descriptor. Descriptors with words in common are grouped together.

23. THESAURUS OF ERIC DESCRIPTORS - structured compilation of educational terms used to index and enter documents into the ERIC system. Needed to search for documents on a specific topic.

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